



2026

# MATH

Main Book

المنهج  
الجديد



1

Primary  
Second Term

By Mohamed Nasreldin

# CHAPTER

# 10



## Different Shapes

**Lessons**

**1 & 2**

**Different Shapes**



# 1&2 Lessons

## Different Shapes

### LEARN



Cube Shape



Cuboid Shape



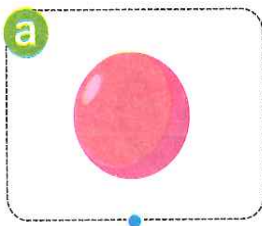
Cylinder Shape



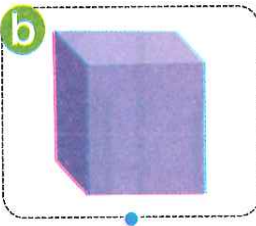
Ball Shape

### PRACTICE

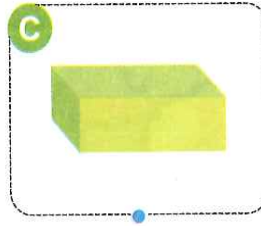
1 Match each shape with its name:



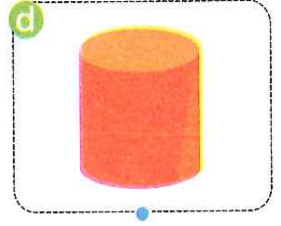
Cube



Cylinder



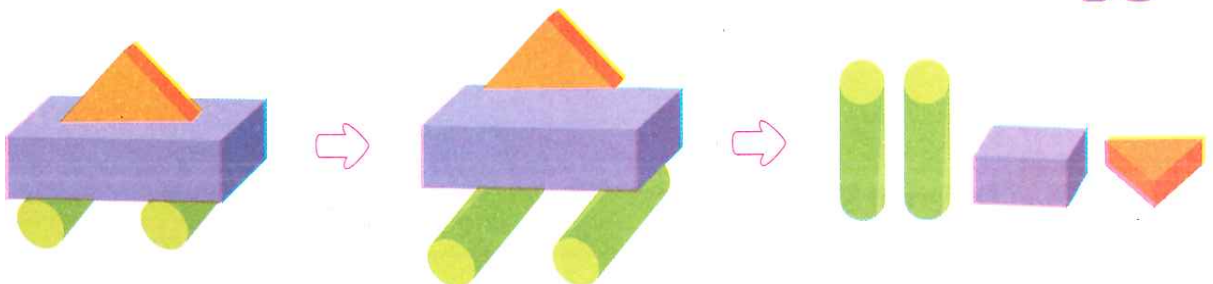
Ball



Cuboid

### NOTE

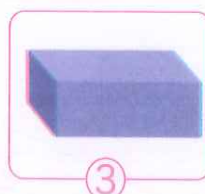
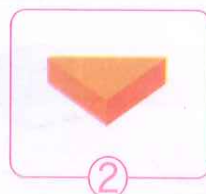
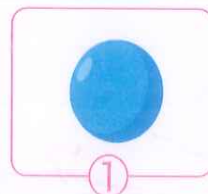
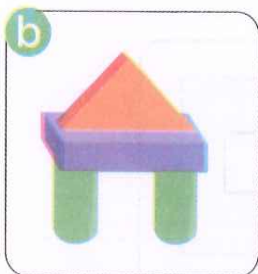
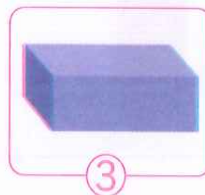
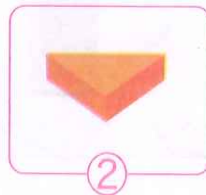
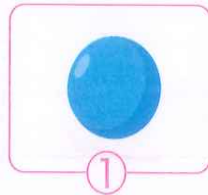
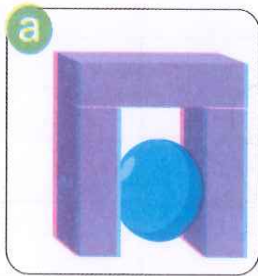
► The shapes that make up the following shape can be identified as follows:



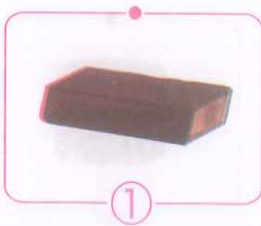
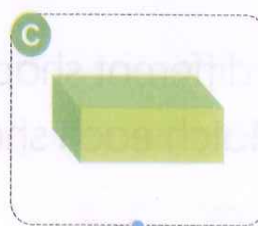
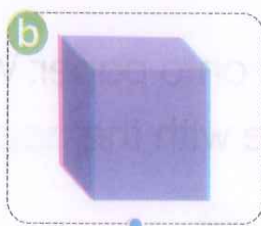
# PRACTICE

2 What shapes are used to make the shown shape?

(Choose all that apply.)



3 Match each shape with the object that looks like it:

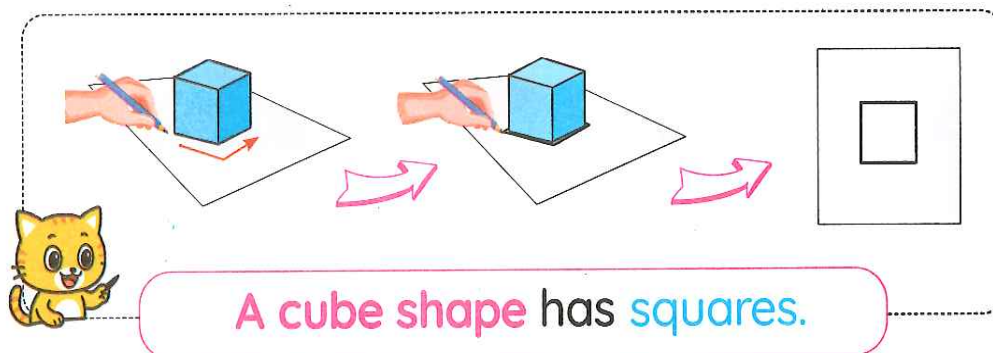
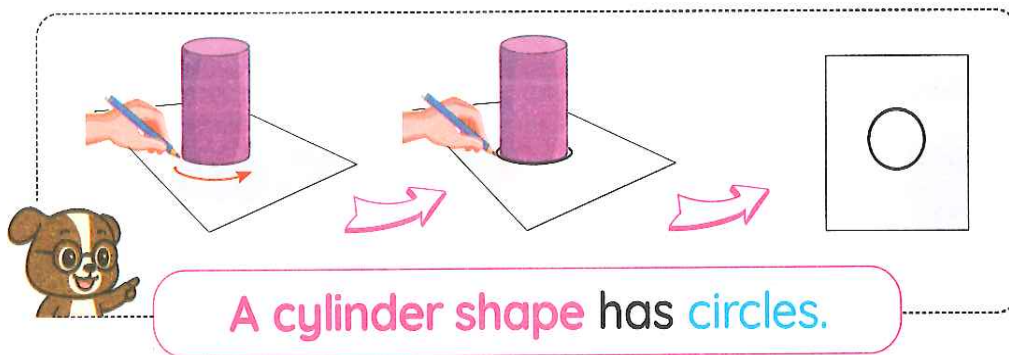




# LEARN

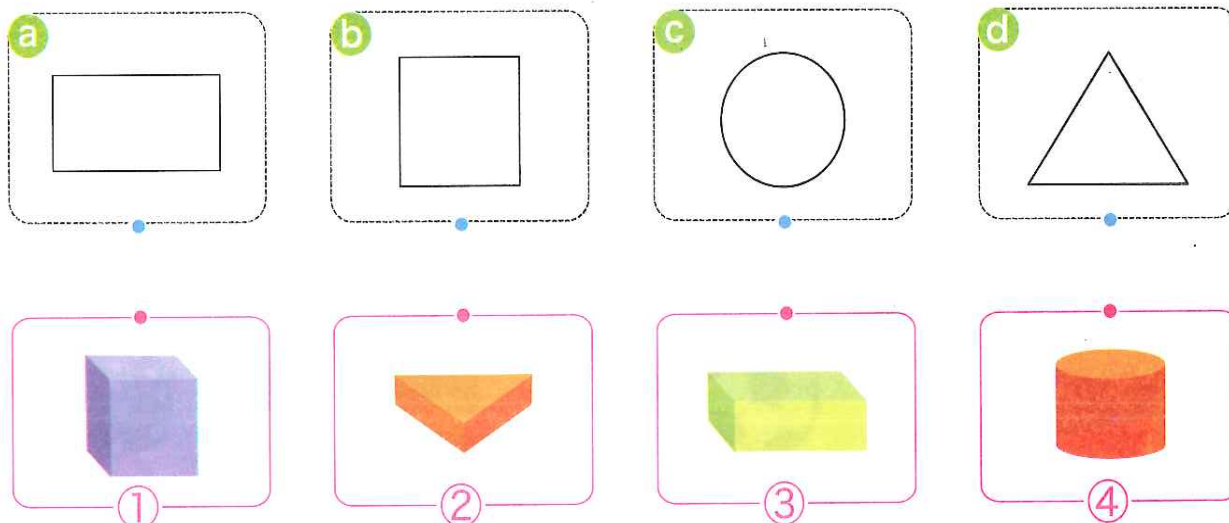
- When you **trace** shapes, you can find **new shapes**.

## EXAMPLES



## PRACTICE

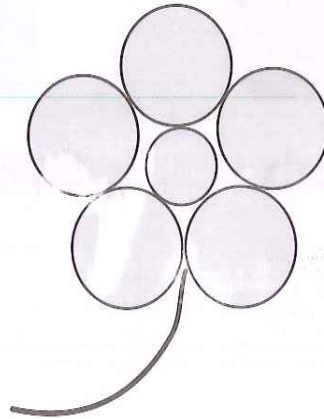
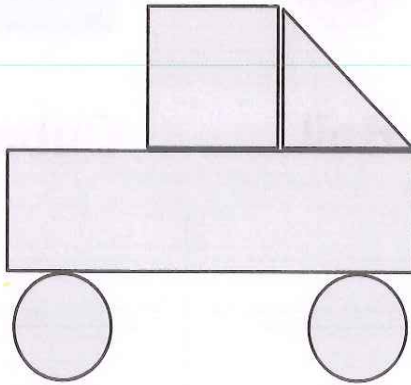
- 4 We traced different shapes onto paper. Which shape did we **trace**? Match each shape with the **appropriate shape**.



# EXAMPLE

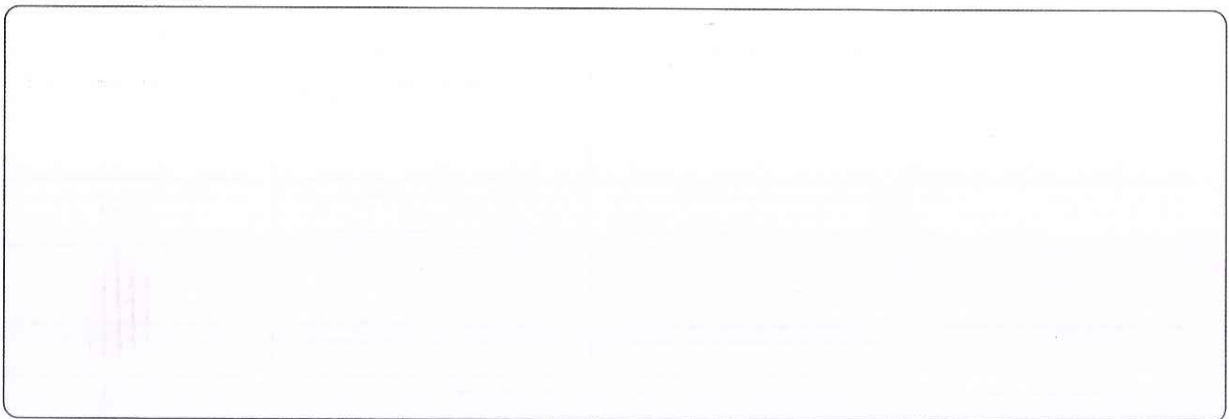
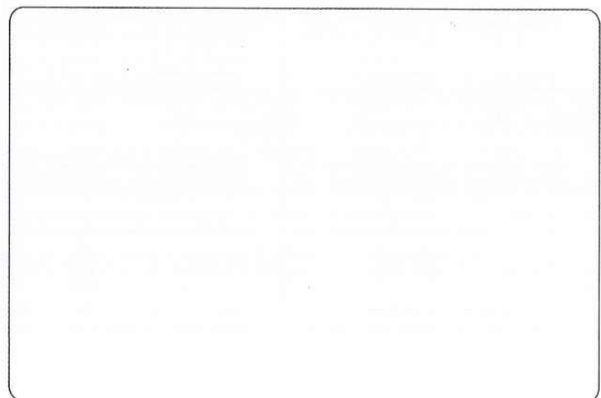
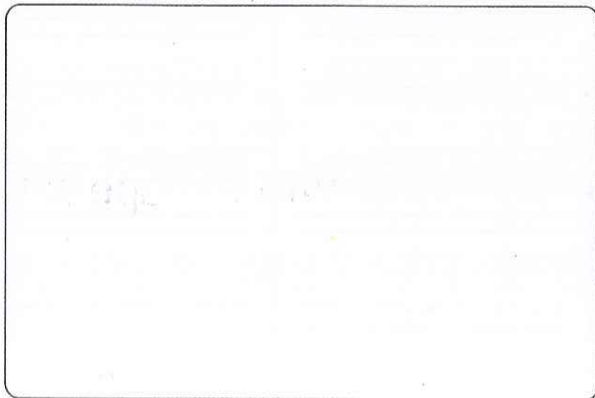
You can trace different shapes and draw a picture.

Look at the following shapes:



# PRACTICE

5 Use the shapes to draw three different pictures:





# EXERCISES

## on Lessons 1 & 2



## Cube



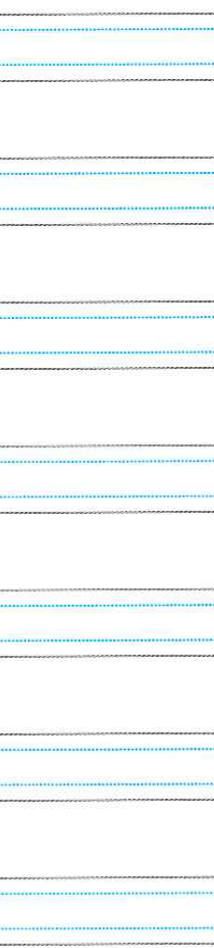
## Cylinder



## Ball



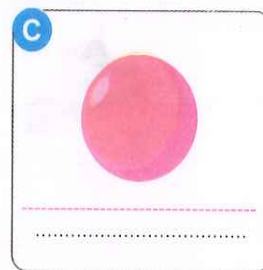
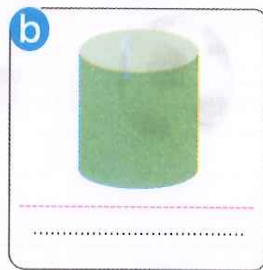
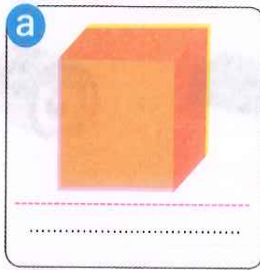
## Cuboid



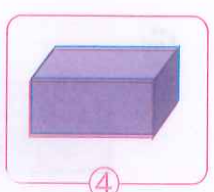
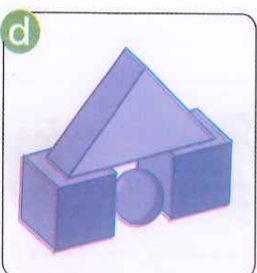
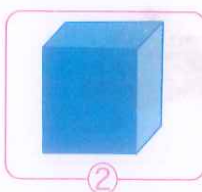
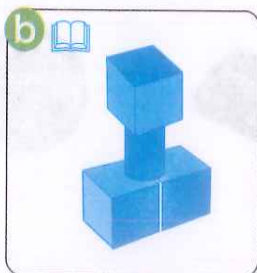
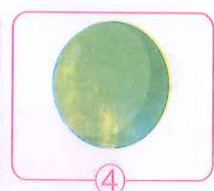
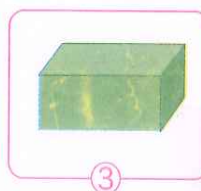
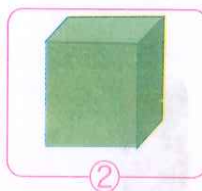
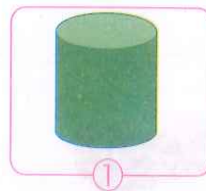
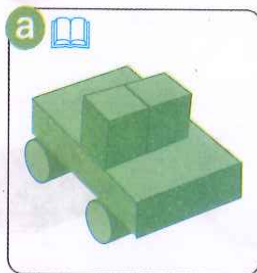
A series of 15 horizontal bars, each representing a different color. The colors are: black, dark blue, blue, light blue, cyan, green, yellow, orange, red, dark red, brown, grey, white, light grey, and dark grey. Each bar is labeled with its corresponding color name in a small font below it.

Figure 1 displays four plots showing the evolution of the number of nodes in the network over time for different values of  $\alpha$  (0.0, 0.2, 0.4, 0.6). The x-axis represents Time (0 to 100), and the y-axis represents Nodes (0 to 100). The plots show a sharp initial increase in nodes followed by a plateau. The final number of nodes increases with  $\alpha$ .

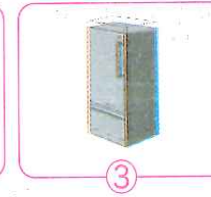
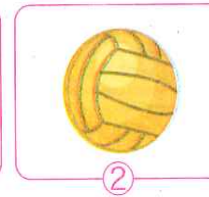
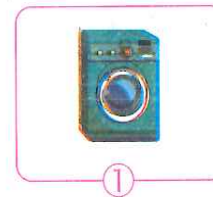
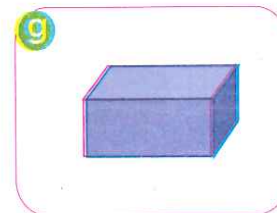
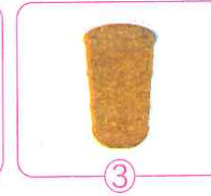
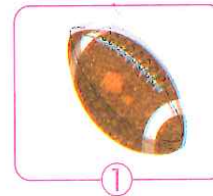
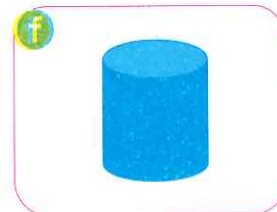
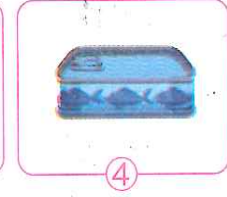
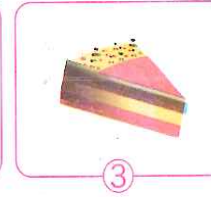
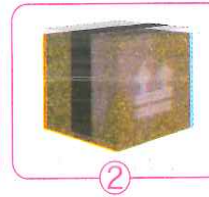
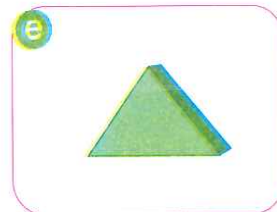
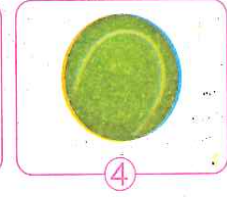
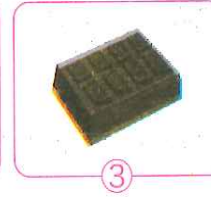
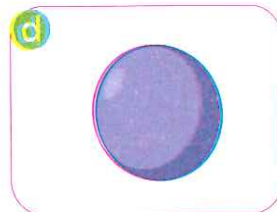
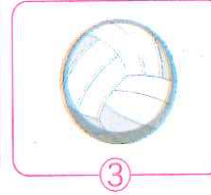
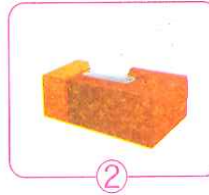
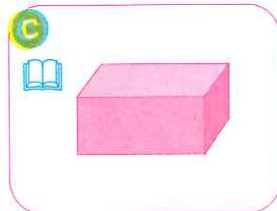
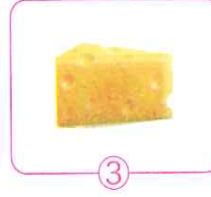
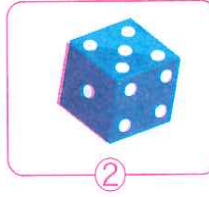
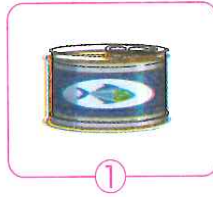
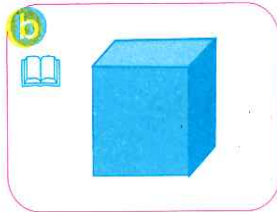
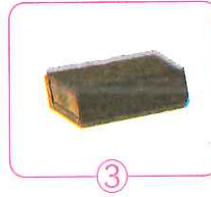
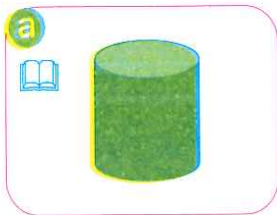
1 Write the **name** of each of the following shapes:



2 Choose **all the shapes** used to **make** each shape.

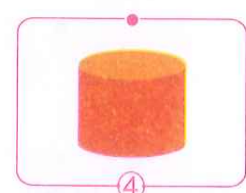
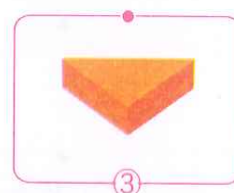
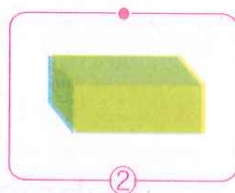
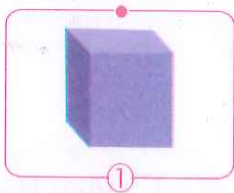
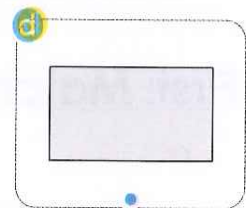
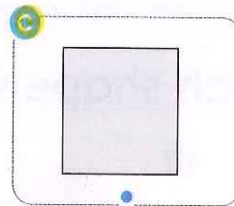
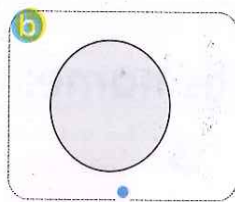
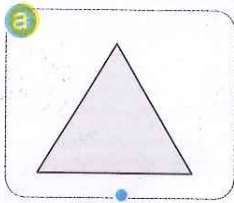


3 Choose the **objects** that **look like** the shape shown:

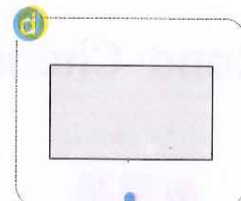
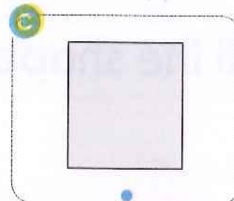
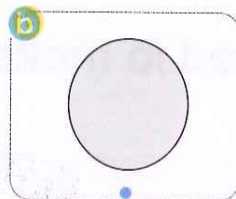
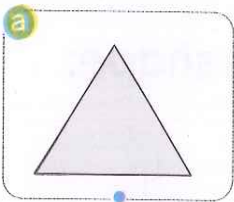




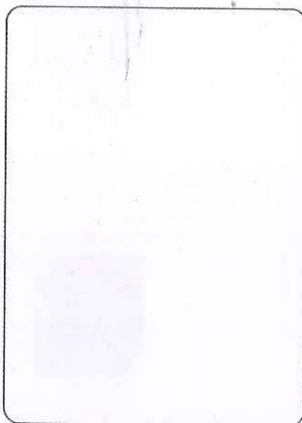
4 Match each shape with the shape used to trace it:



5 Match each shape with the object used to trace it:



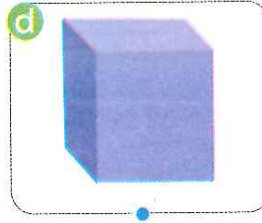
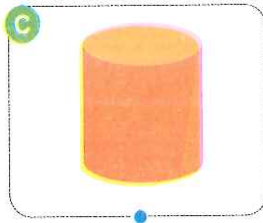
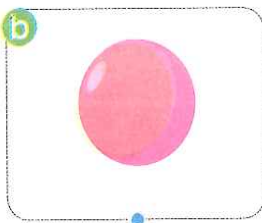
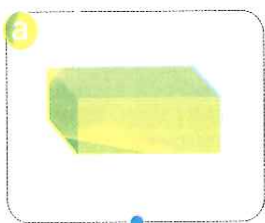
6 Use shapes to draw four different pictures:



# ASSESSMENT

## on Chapter 10

**First:** Match each **shape** with its **name**:



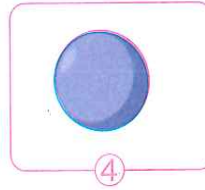
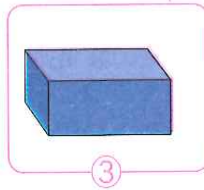
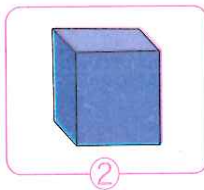
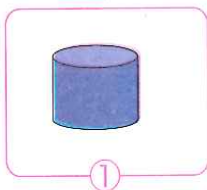
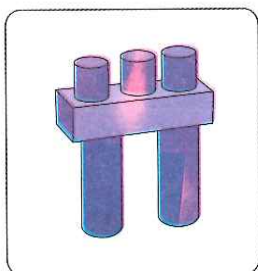
Ball  
shape

Cube  
shape

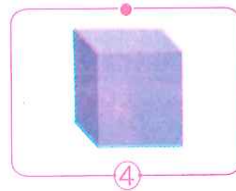
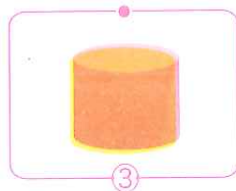
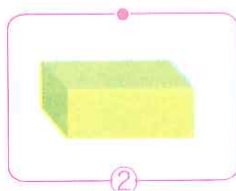
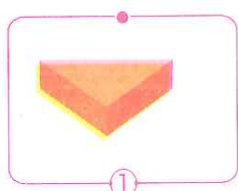
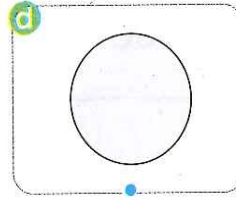
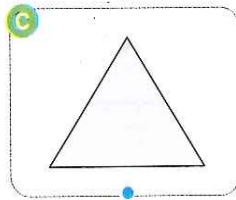
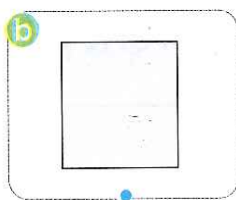
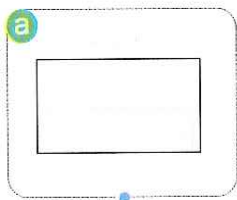
Cuboid  
shape

Cylinder  
shape

**Second:** Choose **all the shapes** used to **make** this shape:



**Third:** Match each **shape** with the shape used to **trace** it:





# CHAPTER

# 11



## How to Compare

**Lessons**

**1 & 2**

Which Has More?

**Lessons**

**3 & 4**

Which Is Larger?



# 1&2

## Lessons

### Which Has More?

#### LEARN

- When water is in **identical containers**, we compare the amount by the **height of the water**.



More

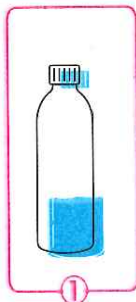
أكثر

Less

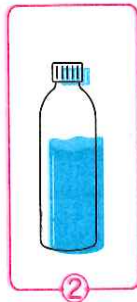
أقل

#### EXAMPLE

- Look at the **amount of water** in each container.

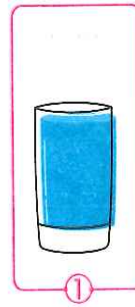


①

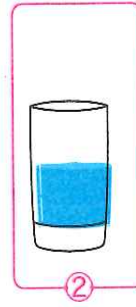


②

Container ② has more water.



①

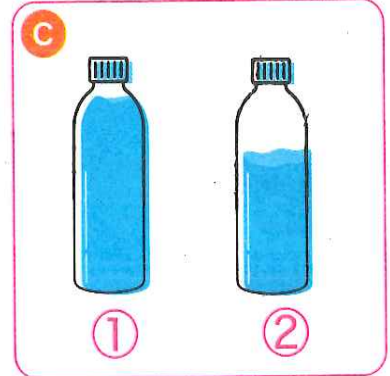
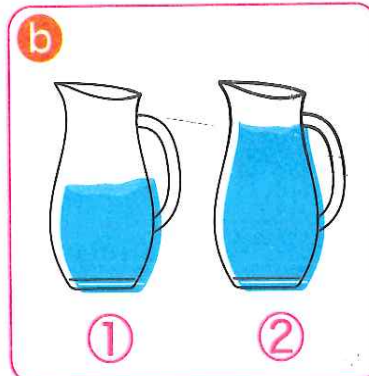
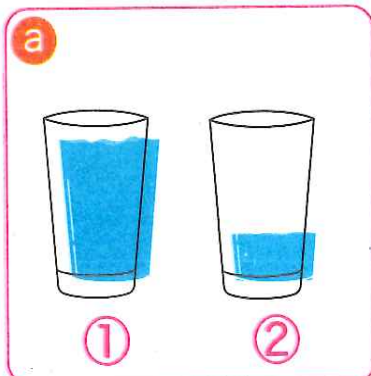


②

Container ① has more water.

#### PRACTICE

- Circle the container that has **more water**:

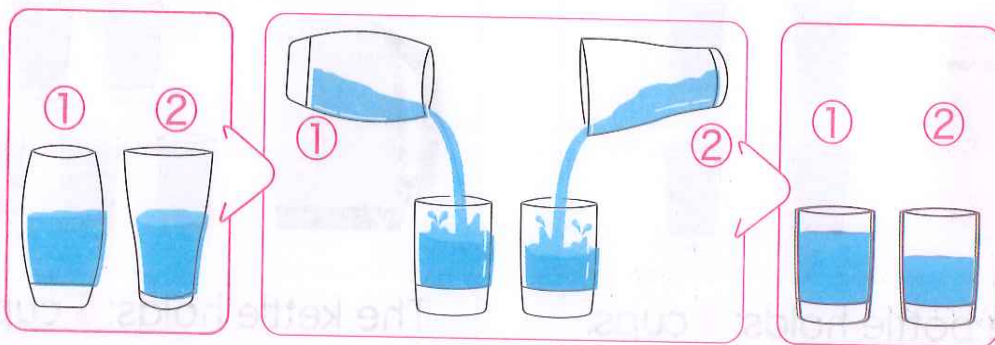


## LEARN

- When water is in **different containers**, you can compare the amount by **pouring** the water into **identical containers**.

## EXAMPLE

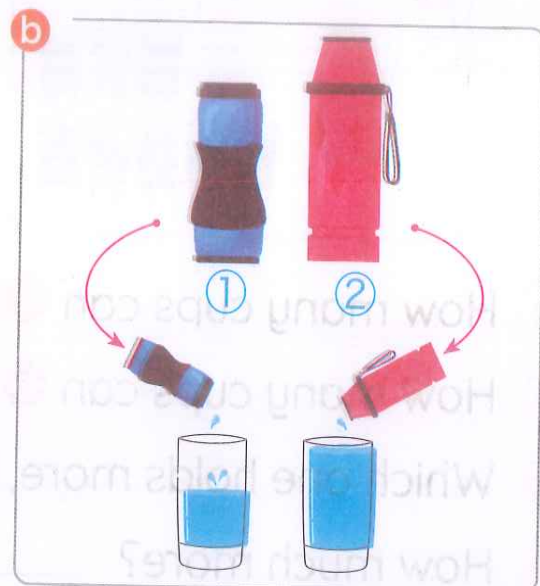
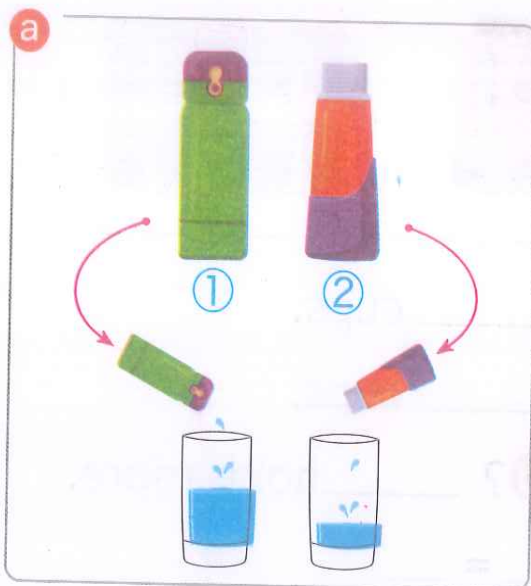
- Which cup holds **more water**?



After pouring the water from both cups into identical cups, cup ① has **more water**.

## PRACTICE

- 2 Circle the bottle that contains **more water**.





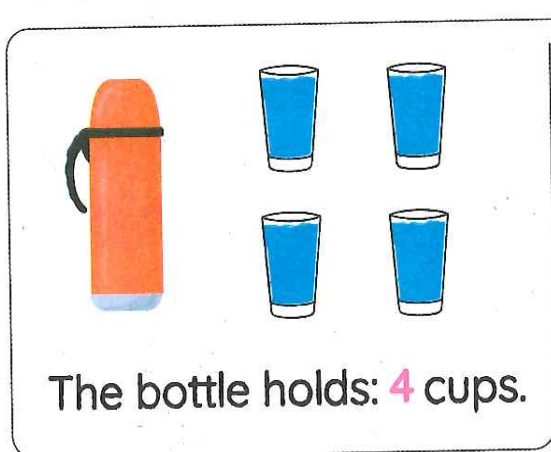
# LEARN

- We can compare the amount of water by using “**how many units**”.



# EXAMPLE

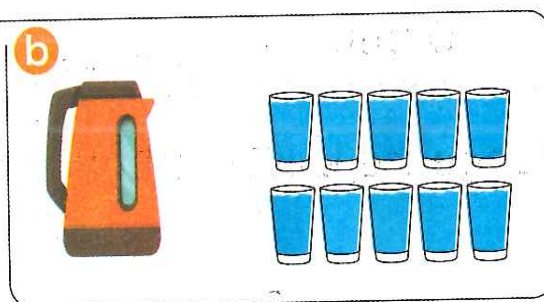
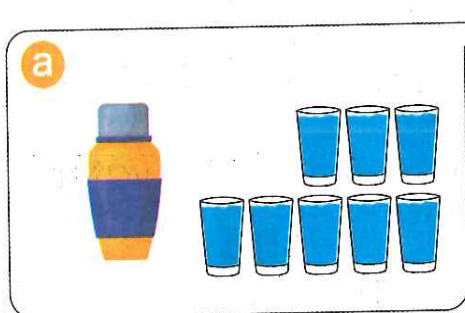
- Compare the amount of water in the **bottle** and the **kettle**:



Notice: The kettle holds 1 cup more. ( $5 - 4 = 1$  cup)

# PRACTICE

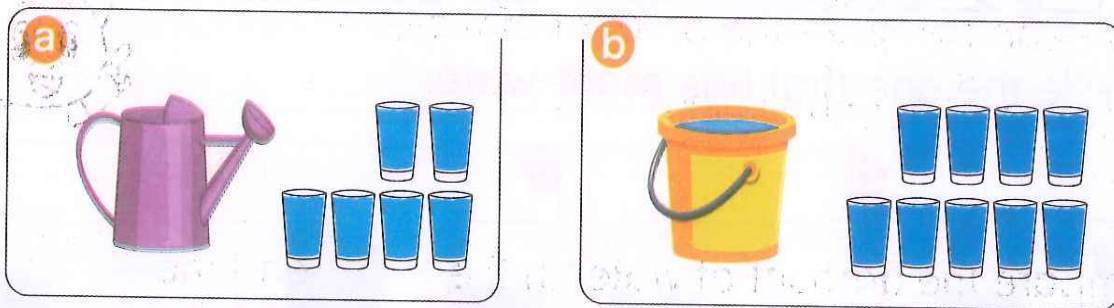
- 3 Look at the pictures and answer the questions:



- How many cups can **a** hold? ..... cups.
- How many cups can **b** hold? ..... cups.
- Which one holds more, **a** or **b**? ..... holds more.
- How much more? ..... - ..... = .....

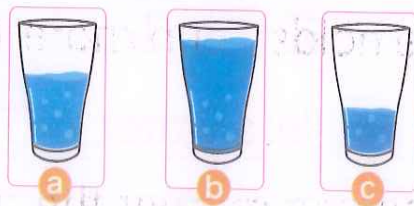


4 Look at the pictures and answer the questions:



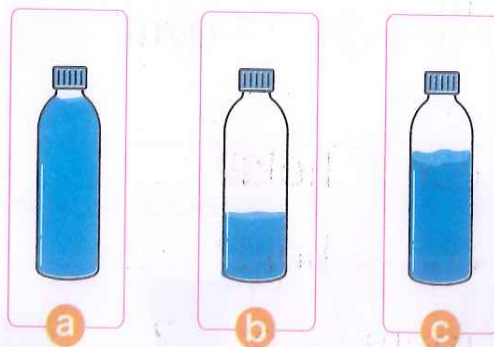
- ① How many cups can **a** hold? ..... cups.
- ② How many cups can **b** hold? ..... cups.
- ③ Which one holds more, **a** or **b**? ..... holds more.
- ④ How much more? ..... - ..... = .....

5 Arrange the following cups from **most** to **least** water:



Order: Cup ....., Cup ....., Cup .....

6 Arrange the following bottles from **least** to **most** water:



Order: Bottle ....., Bottle ....., Bottle .....

# EXERCISES

## on Lessons 1 & 2

1 Circle the one that has **more water**.

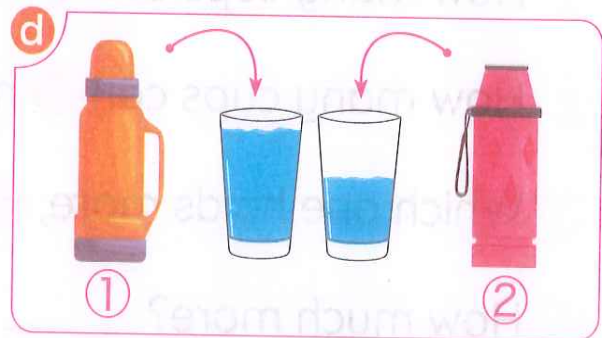
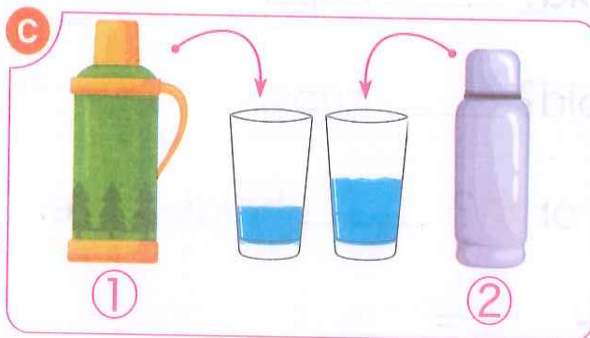
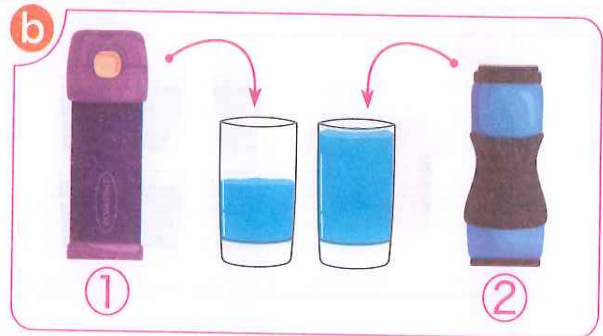
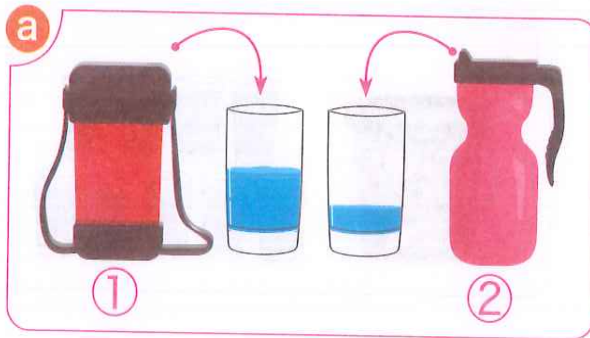
|                                 |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <p><b>a</b></p> <p>①      ②</p> | <p><b>b</b></p> <p>①      ②</p> | <p><b>c</b></p> <p>①      ②</p> | <p><b>d</b></p> <p>①      ②</p> |
| <p><b>e</b></p> <p>①      ②</p> | <p><b>f</b></p> <p>①      ②</p> | <p><b>g</b></p> <p>①      ②</p> | <p><b>h</b></p> <p>①      ②</p> |

2 Circle the one that has **less water**.

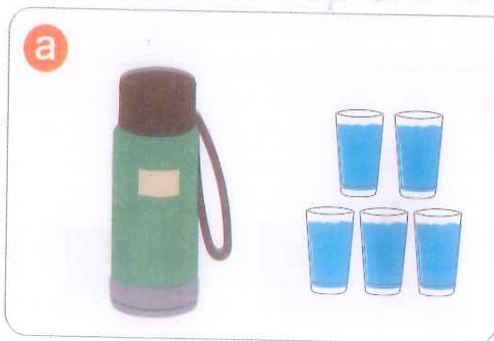
|                                 |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <p><b>a</b></p> <p>①      ②</p> | <p><b>b</b></p> <p>①      ②</p> | <p><b>c</b></p> <p>①      ②</p> | <p><b>d</b></p> <p>①      ②</p> |
| <p><b>e</b></p> <p>①      ②</p> | <p><b>f</b></p> <p>①      ②</p> | <p><b>g</b></p> <p>①      ②</p> | <p><b>h</b></p> <p>①      ②</p> |



3 Circle the one that has **more water**:



4 Look at the pictures and answer the questions:



① How many cups can **a** hold? ..... cups.

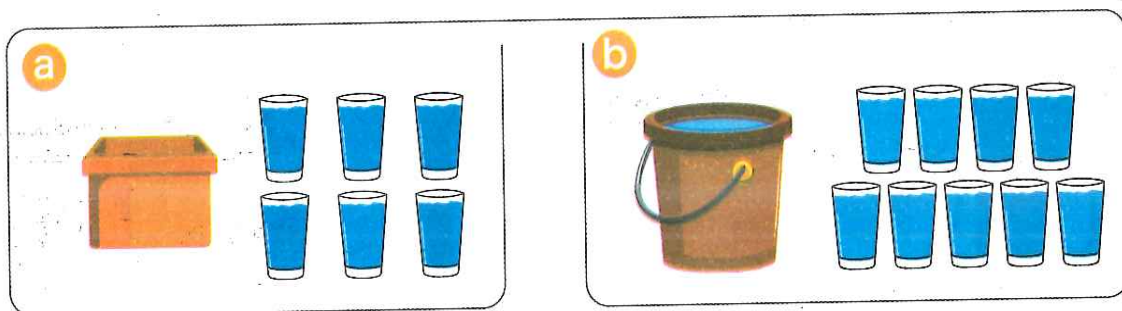
② How many cups can **b** hold? ..... cups.

③ Which one holds more, **a** or **b**? ..... holds more.

④ How much more? ..... - ..... = .....



5 Look at the pictures and answer the questions:



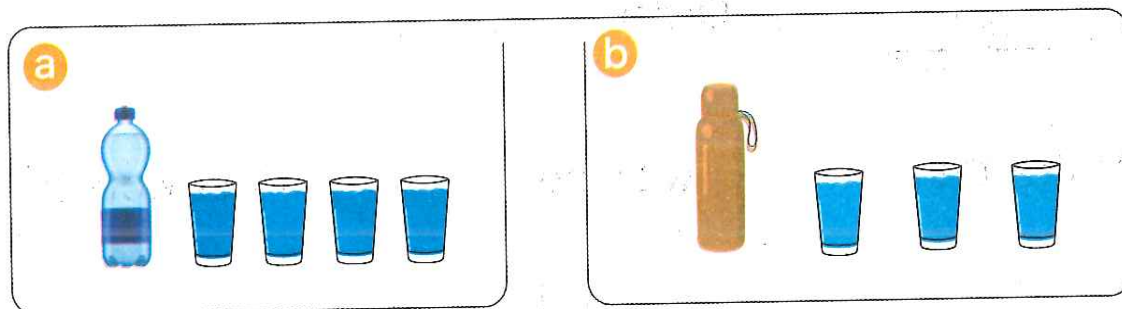
① How many cups can **a** hold? ..... cups.

② How many cups can **b** hold? ..... cups.

③ Which one holds more, **a** or **b**? ..... holds more.

④ How much more? ..... - ..... = .....

6 Look at the pictures and answer the questions:



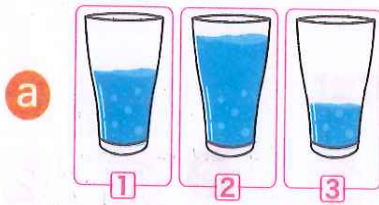
① How many cups can **a** hold? ..... cups.

② How many cups can **b** hold? ..... cups.

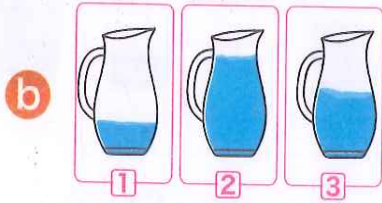
③ Which one holds more, **a** or **b**? ..... holds more.

④ How much more? ..... - ..... = .....

7 Arrange the following cups from **most** to **least** water:

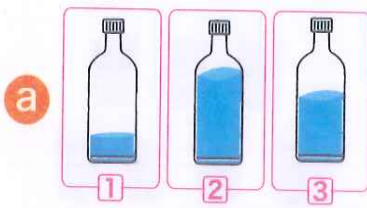


Order: Cup \_\_\_\_\_, Cup \_\_\_\_\_, Cup \_\_\_\_\_

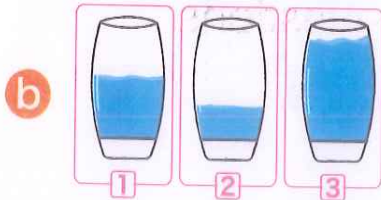


Order: Cup \_\_\_\_\_, Cup \_\_\_\_\_, Cup \_\_\_\_\_

8 Arrange the following cups from **least** to **most** water:

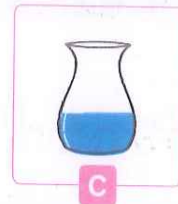
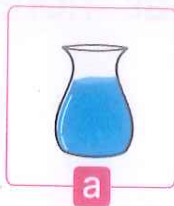


Order: Bottle \_\_\_\_\_, Bottle \_\_\_\_\_, Bottle \_\_\_\_\_



Order: Cup \_\_\_\_\_, Cup \_\_\_\_\_, Cup \_\_\_\_\_

9 Match the **containers** with the **same amount** of water:

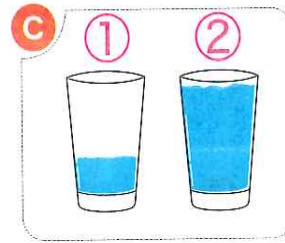
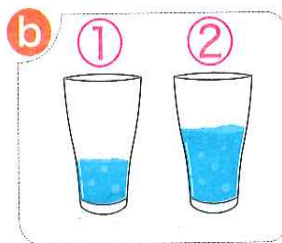
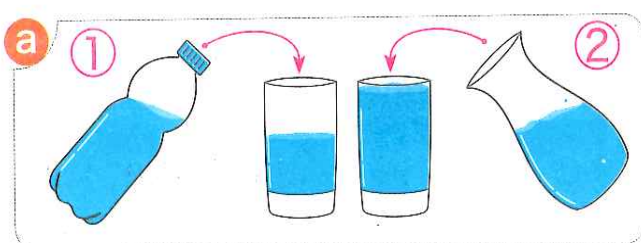




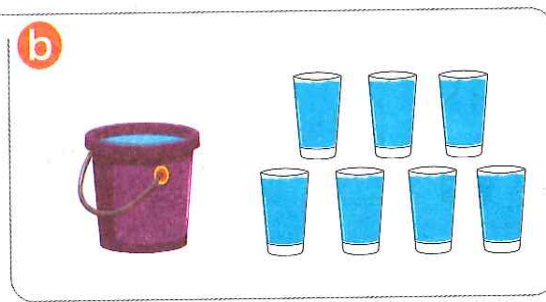
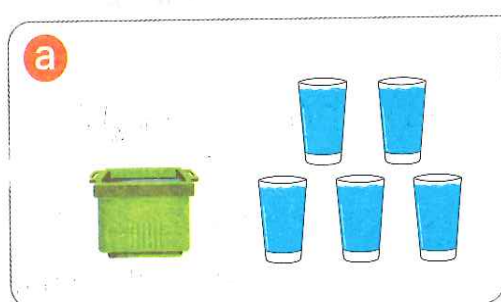
# ASSESSMENT

on Lessons 1 & 2

**First:** Circle the one that has **more water**:



**Second:** Look at the pictures and answer the questions:



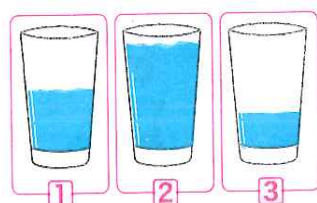
① How many cups can **a** hold? ..... cups.

② How many cups can **b** hold? ..... cups.

③ Which one holds more, **a** or **b**? ..... holds more.

④ How much more? ..... - ..... = .....

**Third:** Arrange the following cups from **most** to **least** water:



Order: Cup ..... , Cup ..... , Cup .....

# 3&4 Lessons

## Which Is Larger?

### First: Comparing Areas by Lining up

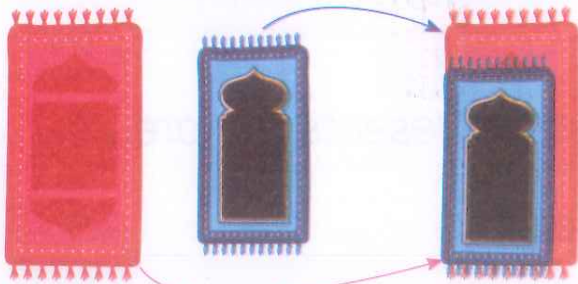
#### LEARN

- When comparing areas, **line up** the **edges** and put them on top of each other. The one that **sticks out** is **larger in area**.

|        |      |         |      |
|--------|------|---------|------|
| Larger | أكبر | Smaller | أصغر |
|--------|------|---------|------|

#### EXAMPLE

- Which is **larger** in area, the **red** rug or the **blue** rug?

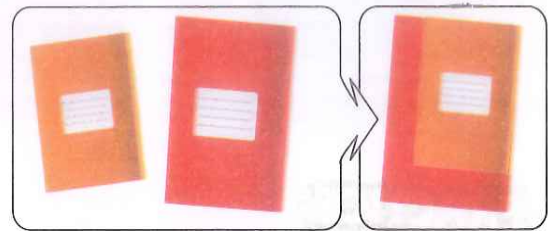


When we line them up, the red rug is bigger than the blue rug. So, the **red** rug has a **larger** area.

#### PRACTICE

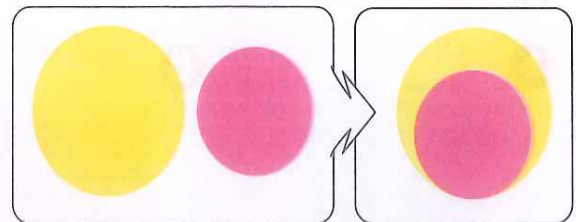
- Which is larger in area, the red notebook or the yellow notebook?

→ The \_\_\_\_\_ notebook has a larger area.



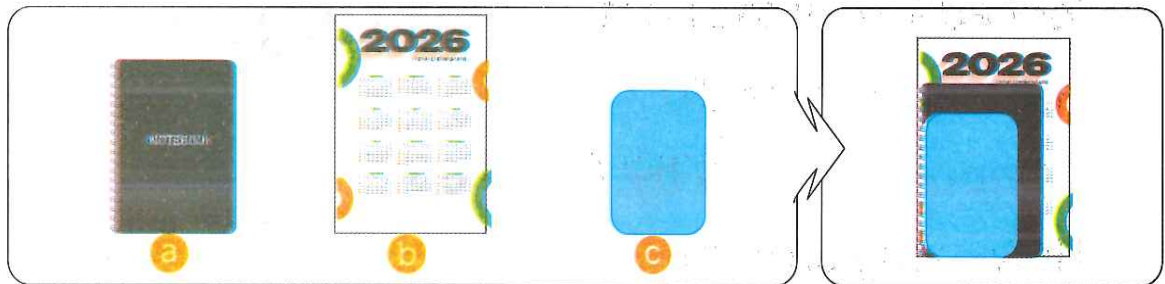
- Which is larger in area, the yellow circle or the pink circle?

→ The \_\_\_\_\_ circle has a larger area.





### 3 Arrange by area:



1 Order from the **smallest** to the **largest**: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 Order from the **largest** to the **smallest**: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

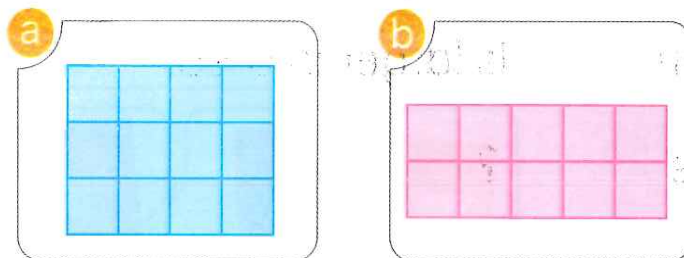
## Second: Comparing Areas by Using "How Many Units"

### LEARN

- Divide the shapes into **equal units** and compare the number of units.

**Note that:** The **number of units** represents the **area**.

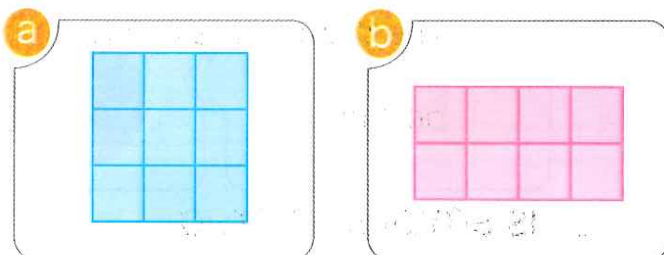
### EXAMPLE Which is **larger** in area?



The area of **a** = 12   
 The area of **b** = 10   
 So, **a** is larger in area.

### PRACTICE

#### 4 Which is **larger** in area?



The area of **a** = \_\_\_\_\_   
 The area of **b** = \_\_\_\_\_   
 So, \_\_\_\_\_ is larger in area.

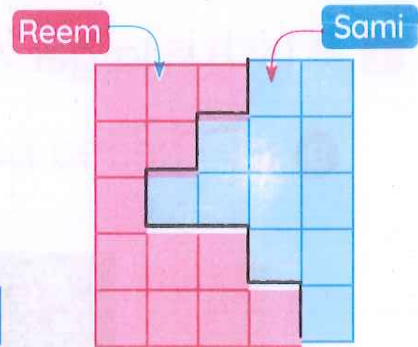


5 Reem and Sami colored the shape, and this is what it looked like on the right.

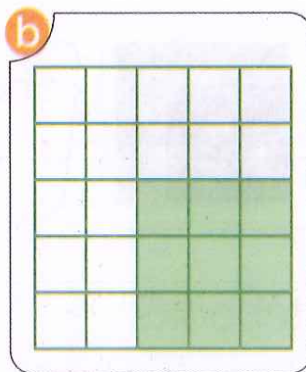
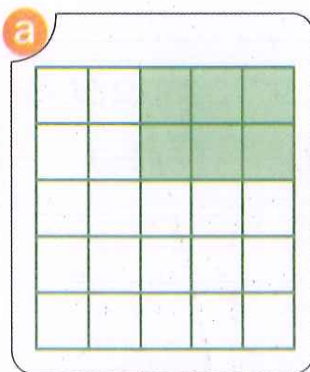
a How many units did Reem color? .....

b How many units did Sami color? .....

c Who is the winner (larger area)? .....



6 Which colored part is larger?

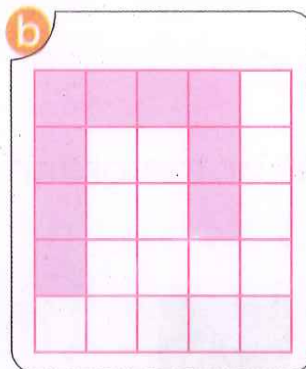
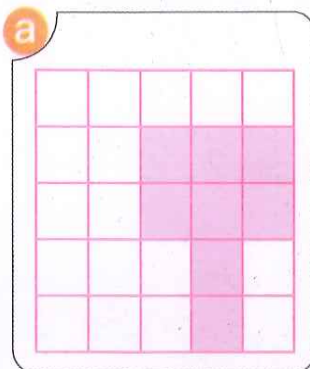


The area of the colored part in a = .....

The area of the colored part in b = .....

The colored part in ..... is larger in area.

7 Which colored part is smaller?



The area of the colored part in a = .....

The area of the colored part in b = .....

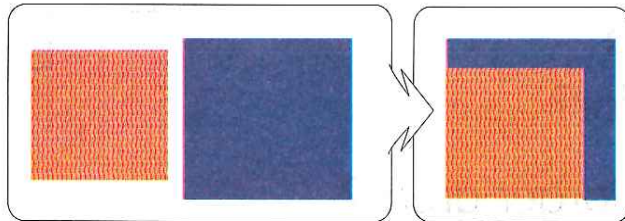
The colored part in ..... is smaller in area.

# EXERCISES

## on Lessons 3 & 4

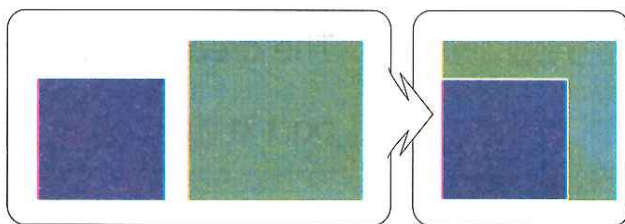
1 Which is **larger** in area:

a  The red paper or the blue paper?



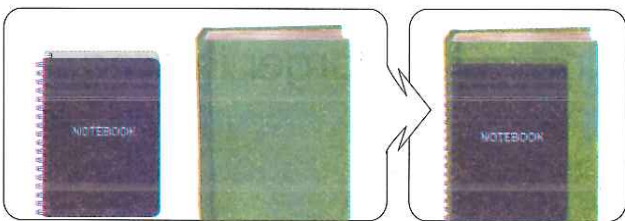
The \_\_\_\_\_ paper is larger in area.

b  The blue paper or the green paper?



The \_\_\_\_\_ paper is larger in area.

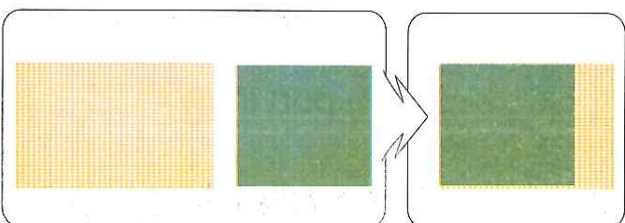
c The book or the notebook?



The \_\_\_\_\_ is larger in area.

2 Which is **smaller** in area?

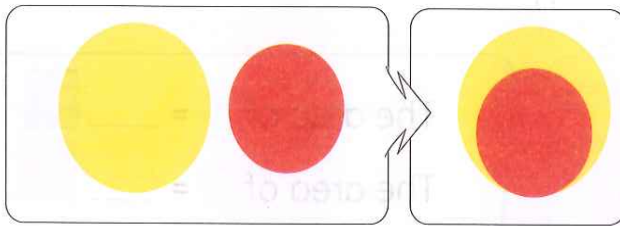
a  The yellow paper or the green paper?



The \_\_\_\_\_ paper is smaller in area.

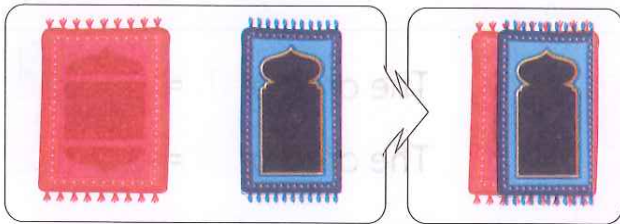


b  The red circle or the yellow circle?



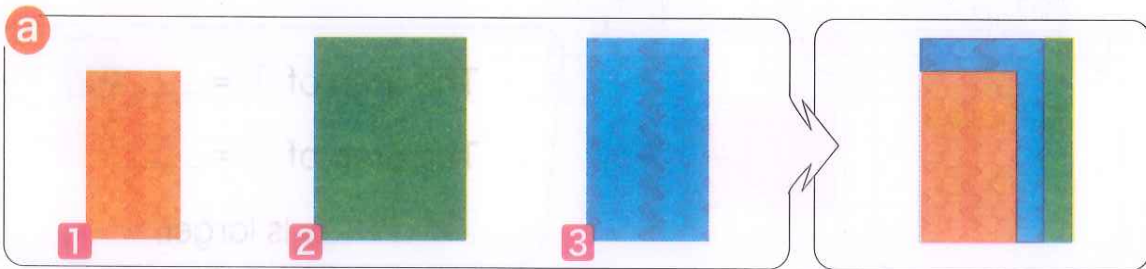
The \_\_\_\_\_ circle is smaller in area.

c The red rug or the blue rug?



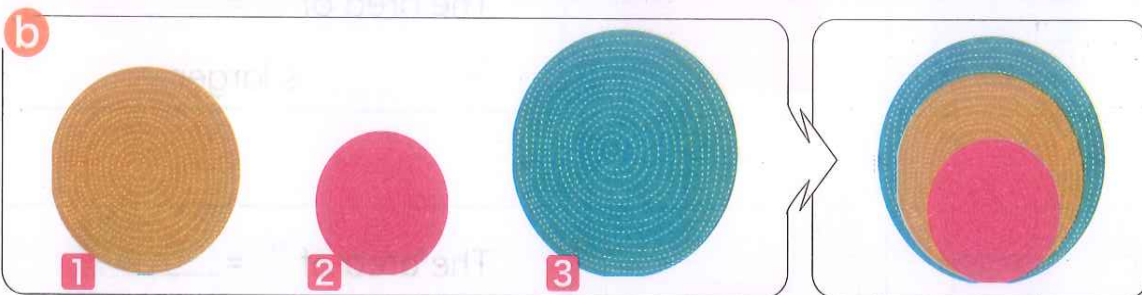
The \_\_\_\_\_ rug is smaller in area.

3 Arrange by area:



1 Order from the **smallest** to the **largest**: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 Order from the **largest** to the **smallest**: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



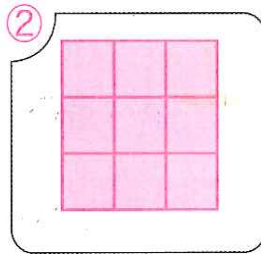
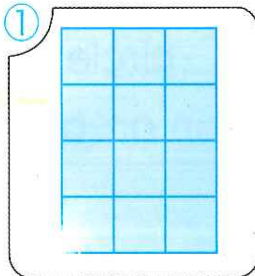
1 Order from the **smallest** to the **largest**: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 Order from the **largest** to the **smallest**: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



# 4 Which is larger in area?

a

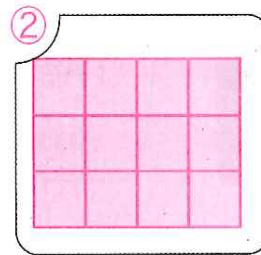
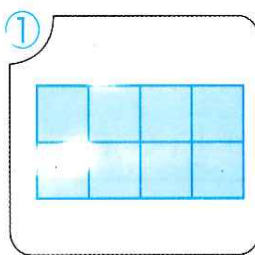


The area of ① = 

The area of ② = 

So, \_\_\_\_\_ is larger.

b

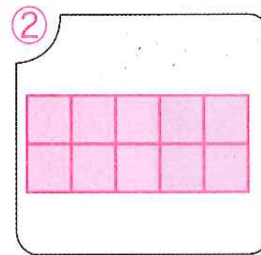
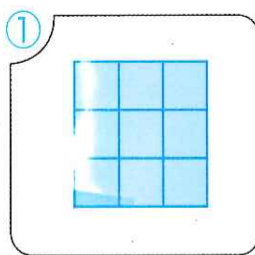


The area of ① = 

The area of ② = 

So, \_\_\_\_\_ is larger.

c

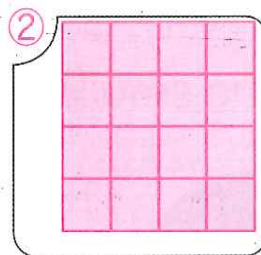
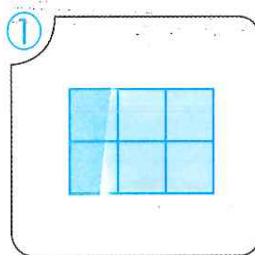


The area of ① = 

The area of ② = 

So, \_\_\_\_\_ is larger.

d

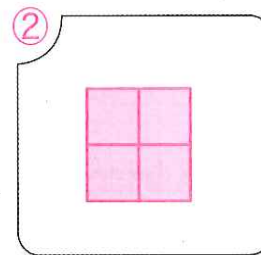
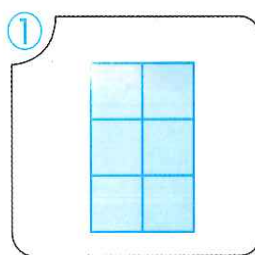


The area of ① = 

The area of ② = 

So, \_\_\_\_\_ is larger.

e

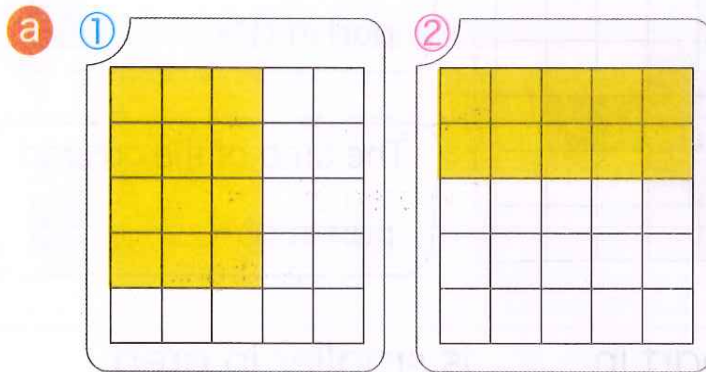


The area of ① = 

The area of ② = 

So, \_\_\_\_\_ is larger.

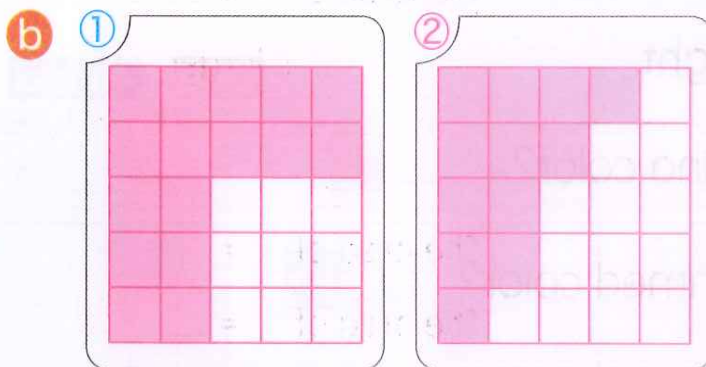
5 Which colored part is **larger**?



The area of the colored part in ① = ..... 

The area of the colored part in ② = ..... 

The colored part in ..... is larger in area.

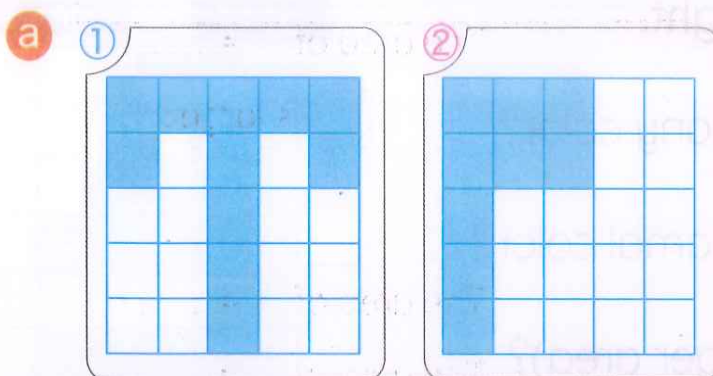


The area of the colored part in ① = ..... 

The area of the colored part in ② = ..... 

The colored part in ..... is larger in area.

6 Which colored part is **smaller**?

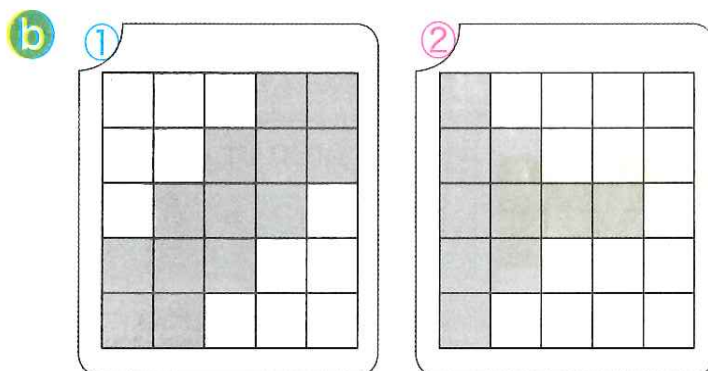


The area of the colored part in ① = ..... 

The area of the colored part in ② = ..... 

The colored part in ..... is smaller in area.





The area of the colored part in ① =

The area of the colored part in ② =

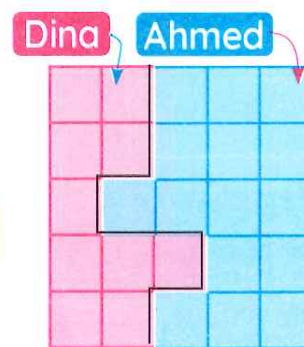
The colored part in \_\_\_\_\_ is smaller in area.

**7**  Dina and Ahmed colored the shape, and this is what it looked like on the right.

**a** How many units did Dina color?  

**b** How many units did Ahmed color?  

**c** Who is the winner (larger area)?

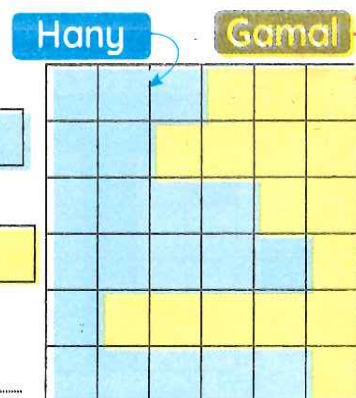


**8**  Hany and Gamal colored the shape, and this is what it looked like on the right.

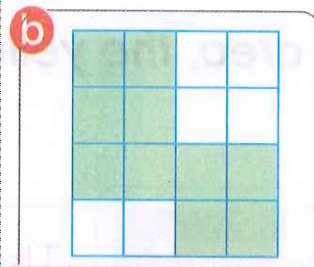
**a** How many units did Hany color?  

**b** How many units did Gamal color?  

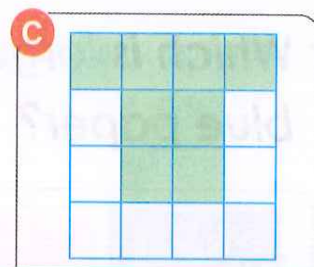
**c** Who is the winner (larger area)?



by their colored areas:



The area of the colored part = ..... 

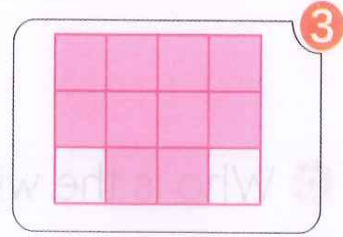
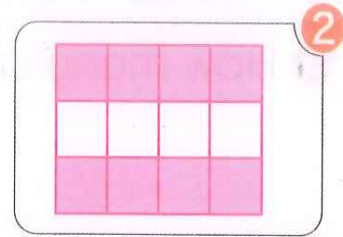
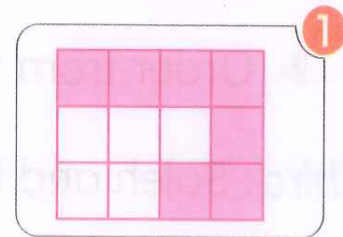


The area of the colored part = ..... 

smallest to the largest: ....., ....., .....

largest to the smallest: ....., ....., .....

with the same colored area:



























































































































3 What number goes in ?

|   |                      |                      |                      |                      |                      |                      |                      |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| a | 31                   | 32                   | <input type="text"/> | <input type="text"/> | 35                   | 36                   | <input type="text"/> |
| b | <input type="text"/> | 78                   | 79                   | <input type="text"/> | <input type="text"/> | 82                   | 83                   |
| c | 20                   | <input type="text"/> | 40                   | 50                   | 60                   | <input type="text"/> | <input type="text"/> |
| d | 40                   | <input type="text"/> | 60                   | 70                   | <input type="text"/> | 90                   | <input type="text"/> |
| e | 26                   | 25                   | <input type="text"/> | <input type="text"/> | 22                   | 21                   | <input type="text"/> |
| f | <input type="text"/> | 52                   | 51                   | <input type="text"/> | <input type="text"/> | 48                   | 47                   |
| g | 60                   | <input type="text"/> | 40                   | 30                   | 20                   | <input type="text"/> | <input type="text"/> |
| h | 100                  | <input type="text"/> | 80                   | 70                   | <input type="text"/> | 50                   | <input type="text"/> |

4 Circle the **bigger** number:

- |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| a 32 <i>or</i> 23 | b 44 <i>or</i> 55 | c 72 <i>or</i> 78 | d 91 <i>or</i> 89 |
| e 67 <i>or</i> 49 | f 81 <i>or</i> 69 | g 8 <i>or</i> 12  | h 50 <i>or</i> 15 |
| i 60 <i>or</i> 36 | j 87 <i>or</i> 78 | k 9 <i>or</i> 34  | l 12 <i>or</i> 11 |

5 Circle the **smaller** number:

- a 17 **or** 71      b 44 **or** 32      c 49 **or** 62      d 5 **or** 15  
 e 40 **or** 14      f 81 **or** 69      g 17 **or** 14      h 70 **or** 80  
 i 62 **or** 46      j 51 **or** 55      k 8 **or** 13      l 74 **or** 48

6 Arrange each set of numbers from the **smallest** to the **biggest**:

|   |    |    |    |    |   |    |    |    |    |
|---|----|----|----|----|---|----|----|----|----|
| a | 15 | 19 | 12 | 17 | b | 50 | 80 | 30 | 40 |
|   |    |    |    |    |   |    |    |    |    |
|   |    |    |    |    |   |    |    |    |    |

|   |    |    |    |    |   |    |    |    |    |
|---|----|----|----|----|---|----|----|----|----|
| c | 38 | 18 | 88 | 68 | d | 24 | 32 | 42 | 23 |
|   |    |    |    |    |   |    |    |    |    |
|   |    |    |    |    |   |    |    |    |    |

7 Arrange each set of numbers from the **biggest** to the **smallest**:

|   |    |    |     |    |   |    |    |   |    |
|---|----|----|-----|----|---|----|----|---|----|
| a | 80 | 50 | 100 | 40 | b | 17 | 70 | 7 | 77 |
|   |    |    |     |    |   |    |    |   |    |
|   |    |    |     |    |   |    |    |   |    |

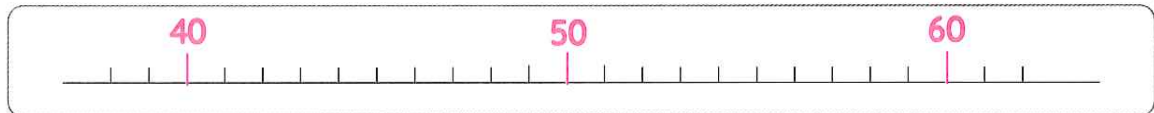
|   |    |    |    |    |   |    |    |    |    |
|---|----|----|----|----|---|----|----|----|----|
| c | 64 | 69 | 60 | 67 | d | 32 | 56 | 74 | 39 |
|   |    |    |    |    |   |    |    |    |    |
|   |    |    |    |    |   |    |    |    |    |



# ASSESSMENT

## on Lesson 5

**First:** Use the **number line** to choose the correct answer:



**a** Which number is **5** more than **40**?

- ① 45      ② 35      ③ 55      ④ 65

**b** Which number is **3** more than **50**?

- ① 47      ② 53      ③ 80      ④ 20

**c** Which number is **6** less than **62**?

- ① 56      ② 86      ③ 58      ④ 48

**d** Which number is **2** less than **70**?

- ① 72      ② 78      ③ 58      ④ 68

**Second:** What number goes in ?

**a** 35 — 36 —  — 38 —      **b** 20 —  — 40 — 50 —

**c**  — 70 — 60 — 50 —      **d** 62 — 61 — 60 —  —

**Third:** Complete using **<**, **=**, or **>**:

**a** 48  84

**b** 39  73

**c** 57  57

**d** 27  27

**e** 71  69

**f** 49  36

# 6 Lesson

## Numbers Bigger than 100

### LEARN



When we arrange numbers **bigger than 100** in groups of **ten**, they look like the opposite chart.

|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   |
| 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  |
| 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  |
| 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49  |
| 50  | 51  | 52  | 53  | 54  | 55  | 56  | 57  | 58  | 59  |
| 60  | 61  | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  |
| 70  | 71  | 72  | 73  | 74  | 75  | 76  | 77  | 78  | 79  |
| 80  | 81  | 82  | 83  | 84  | 85  | 86  | 87  | 88  | 89  |
| 90  | 91  | 92  | 93  | 94  | 95  | 96  | 97  | 98  | 99  |
| 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 |
| 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 |
| 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 |

### EXAMPLE

- Count and write the number:

**a**

100 cubes

4 cubes

100 and 4 make one hundred four, and it is written as: **104**.

**b**

100 cubes

16 cubes

100 and 16 make one hundred sixteen, and it is written as: **116**.

- Notice the following examples:

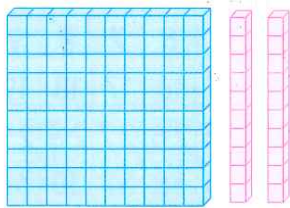
- ▶ 100 and 2 make ⇒ one hundred two ⇒ **102**
- ▶ 100 and 10 make ⇒ one hundred ten ⇒ **110**
- ▶ 100 and 16 make ⇒ one hundred sixteen ⇒ **116**
- ▶ 100 and 27 make ⇒ one hundred twenty-seven ⇒ **127**



# PRACTICE

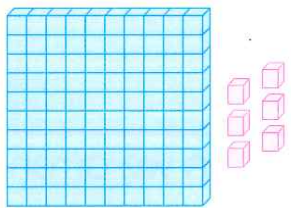
## 1 Count and write the number:

**a**



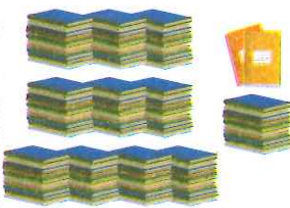
\_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_,  
and it is written as: \_\_\_\_\_.

**b**



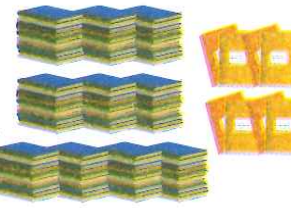
\_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_,  
and it is written as: \_\_\_\_\_.

**c**



\_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_,  
and it is written as: \_\_\_\_\_.

**d**



\_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_,  
and it is written as: \_\_\_\_\_.

## 2 Completer the following:

- a** 100 and 2 make \_\_\_\_\_, and it is written as: \_\_\_\_\_.
- b** 100 and 21 make \_\_\_\_\_, and it is written as: \_\_\_\_\_.
- c** \_\_\_\_\_ and \_\_\_\_\_ make **one hundred thirteen**, and it is written as: \_\_\_\_\_.
- d** \_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_, and it is written as: **111**.

## 3 What number goes in ?

**a** 97 — 98 — 99 —  —  — 102 —

**b** 99 —  —  — 102 — 103 — 104 —

**c** 115 — 116 —  — 118 — 119 —  —

4  Circle the **bigger** number:

a 101 *or* 97

b 124 *or* 114

c 115 *or* 120

5  Circle the **smaller** number:

a 100 *or* 101

b 120 *or* 119

c 99 *or* 101

6 Look at the opposite chart and tell us what number goes in .

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
|     |     |     |     |     |
| 85  | 86  | 87  | 88  | 89  |
| 95  | 96  |     | 98  | 99  |
| 105 |     |     |     | 109 |
| 115 | 116 |     | 118 | 119 |
| 125 | 126 | 127 | 128 | 129 |

a The horizontal rule is: ....., ....., .....

b The vertical rule is: ....., ....., .....

c Answer: .....

7 Arrange each set of numbers from the **smallest** to the **biggest**:

a 90 105 95 100

b 122 115 99 102

8 Arrange each set of numbers from the **biggest** to the **smallest**:

a 90 100 95 105

b 122 115 99 102

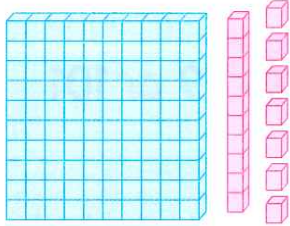


# EXERCISES

## on Lesson 6

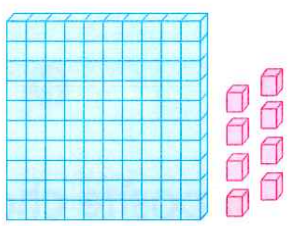
### 1 Count and write the number:

**a**



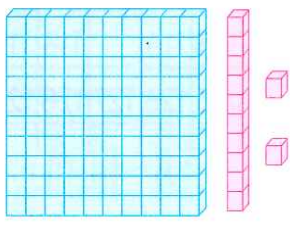
— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

**b**



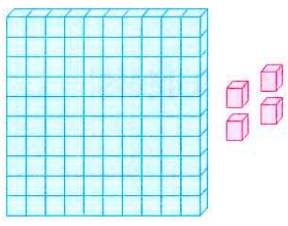
— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

**c**



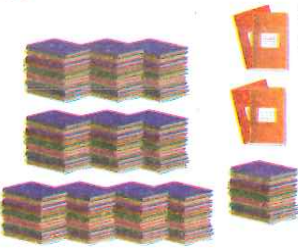
— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

**d**



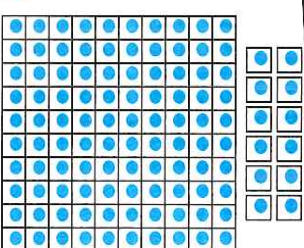
— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

**e**



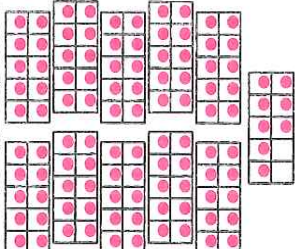
— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

**f**



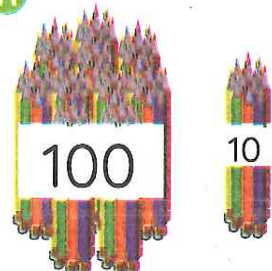
— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

**g**



— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

**h**



— and — make  
 \_\_\_\_\_  
 \_\_\_\_\_,  
 and it is  
 written as: \_\_\_\_\_.

2 Complete the following:

- a 100 and 4 make \_\_\_\_\_, and it is written as: \_\_\_\_\_.
- b 100 and 25 make \_\_\_\_\_, and it is written as: \_\_\_\_\_.
- c \_\_\_\_\_ and \_\_\_\_\_ make one hundred three, and it is written as: \_\_\_\_\_.
- d \_\_\_\_\_ and \_\_\_\_\_ make one hundred nineteen, and it is written as: \_\_\_\_\_.
- e \_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_, and it is written as: 101.
- f \_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_, and it is written as: 123.

3 What number goes in ?

- a 97 98   101 102
- b  117 118   121 122
- c 108  110 111 112
- d 60  80 90  110
- e 120 110   80 70
- f  109 108   105 104

4 Circle the **bigger** number:

a 105 **or** 115

b 98 **or** 101

c 125 **or** 95

d 114 **or** 114

e 96 **or** 106

f 111 **or** 109

g 120 **or** 120

h 116 **or** 106

i 101 **or** 110

5 Circle the **smaller** number:

a 121 **or** 112

b 114 **or** 115

c 118 **or** 109

d 95 **or** 105

e 40 **or** 104

f 128 **or** 128

g 117 **or** 107

h 80 **or** 108

i 102 **or** 99

6 Look at the opposite chart and tell us what number goes in   :

a The horizontal rule is: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

b The vertical rule is: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

c Answer: \_\_\_\_\_

|     |     |     |     |     |    |
|-----|-----|-----|-----|-----|----|
|     | 78  | 76  | 77  | 78  | 79 |
| 85  | 86  |     | 88  | 89  |    |
| 95  |     |     |     |     | 99 |
| 105 | 106 |     | 108 | 109 |    |
| 115 | 116 | 117 | 118 | 119 |    |

7 Look at the opposite chart and tell us what number goes in   :

a The horizontal rule is: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

b The vertical rule is: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

c Answer: \_\_\_\_\_

|     |     |     |     |     |    |
|-----|-----|-----|-----|-----|----|
|     | 70  | 71  | 72  | 73  | 74 |
| 80  | 81  |     | 83  | 84  |    |
| 90  |     |     |     |     | 94 |
| 100 | 101 |     | 103 | 104 |    |
| 110 | 111 | 112 | 113 | 114 |    |



8 Arrange each set of numbers from the **smallest** to the **biggest**:

|   |     |    |    |     |
|---|-----|----|----|-----|
| a | 109 | 90 | 99 | 119 |
|   |     |    |    |     |

|   |     |     |     |     |
|---|-----|-----|-----|-----|
| b | 100 | 110 | 120 | 101 |
|   |     |     |     |     |

9 Arrange each set of numbers from the **biggest** to the **smallest**:

|   |    |    |     |    |
|---|----|----|-----|----|
| a | 80 | 50 | 100 | 40 |
|   |    |    |     |    |

|   |    |    |   |    |
|---|----|----|---|----|
| b | 17 | 70 | 7 | 77 |
|   |    |    |   |    |

10 Look at the opposite chart, then complete using the same pattern:

- a 100 , 101 , 102 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- b 105 , 106 , 107 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- c 96 , 97 , 98 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- d 116 , 117 , 118 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- e 123 , 122 , 121 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- f 115 , 114 , 113 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   |
| 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  |
| 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  |
| 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49  |
| 50  | 51  | 52  | 53  | 54  | 55  | 56  | 57  | 58  | 59  |
| 60  | 61  | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  |
| 70  | 71  | 72  | 73  | 74  | 75  | 76  | 77  | 78  | 79  |
| 80  | 81  | 82  | 83  | 84  | 85  | 86  | 87  | 88  | 89  |
| 90  | 91  | 92  | 93  | 94  | 95  | 96  | 97  | 98  | 99  |
| 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 |
| 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 |
| 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 |

**11 Choose the correct answer:**

**a** One hundred fifteen is written as .....  
(115 *or* 105 *or* 151 *or* 125)

**b** One hundred seven is written as .....  
(117 *or* 17 *or* 107 *or* 127)

**c** 123 is read as .....  
(one hundred three *or* one hundred thirteen  
*or* one hundred twenty-three *or* one hundred thirty)

**d** 108 is read as .....  
(one hundred eight *or* one hundred eighteen  
*or* one hundred twenty-eight *or* eighteen)

**e** 100 and 3 make ..... (113 *or* 103 *or* 123 *or* 13)

**f** 100 and 14 make ..... (24 *or* 124 *or* 14 *or* 114)

**g** ..... make 109.  
(10 and 9 *or* 100 and 9 *or* 10 and 19 *or* 100 and 19)

**h** ..... make 115.  
(10 and 15 *or* 1 and 15 *or* 11 and 5 *or* 100 and 15)

# ASSESSMENT

## on Lesson 6

**First: Complete the following:**

- a 100 and 6 make ..... and it is written as: .....
- b ..... and ..... make one hundred seventeen, and it is written as: .....
- c ..... and ..... make ..... and it is written as: 112
- d 106, 107, 108, ....., ....., ..... (In the same pattern)
- e 120, 110, 100, ....., ....., ..... (In the same pattern)
- f The number that is 6 less than 112 is .....

**Second: Look at the opposite chart and tell us what number goes in  :**

- a The horizontal rule is: ....., ....., .....
- b The vertical rule is: ....., ....., .....
- c Answer: .....

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 70  | 71  | 72  | 73  | 74  |
| 80  | 81  |     | 83  | 84  |
| 90  |     |     |     | 94  |
| 100 | 101 |     | 103 | 104 |
| 110 | 111 | 112 | 113 | 114 |

**Third: Arrange each of the following sets of numbers:**

- a From **smallest** to **biggest**:      b From **biggest** to **smallest**:

109   90   99   119

100   110   120   101



# 7&8 Lessons

## Adding and Subtracting Ones

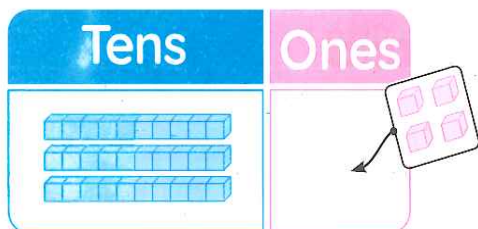
### LEARN

- We can do addition and subtraction by knowing the “**number of tens**” and the “**number of ones**”.
- For addition and subtraction of “**tens** and **ones**” number, first, calculate the numbers in the **ones place**.

### EXAMPLE

- What is the result of:

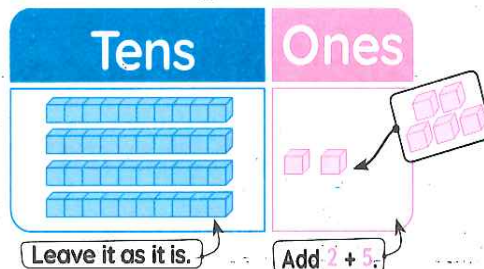
**a** Adding 30 and 4?



The mathematical sentence is:

$$30 + 4 = 34$$

**b** Adding 42 and 5?



The mathematical sentence is:

$$42 + 5 = 47$$

### PRACTICE

**1** Add:

**a**  $90 + 7 = \dots\dots\dots$

**b**  $80 + 6 = \dots\dots\dots$

**c**  $50 + 7 = \dots\dots\dots$

**d**  $64 + 3 = \dots\dots\dots$

**e**  $73 + 5 = \dots\dots\dots$

**f**  $37 + 2 = \dots\dots\dots$

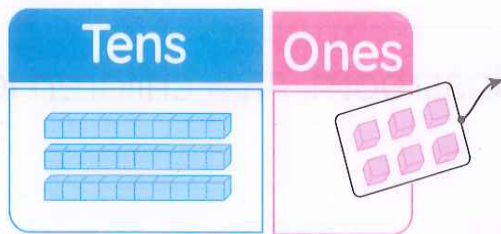


|   |                    |   |                    |   |                    |   |                    |
|---|--------------------|---|--------------------|---|--------------------|---|--------------------|
| g | 10<br>+ 8<br>..... | h | 20<br>+ 9<br>..... | i | 45<br>+ 1<br>..... | j | 56<br>+ 3<br>..... |
|---|--------------------|---|--------------------|---|--------------------|---|--------------------|

### EXAMPLE

What is the result of:

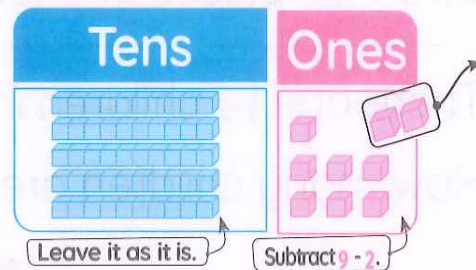
a Subtracting 6 from 36?



The mathematical sentence is:

$$36 - 6 = 30$$

b Subtracting 2 from 59?



The mathematical sentence is:

$$59 - 2 = 57$$

### PRACTICE

2 Subtract:

|   |                    |   |                    |   |                    |   |                    |
|---|--------------------|---|--------------------|---|--------------------|---|--------------------|
| a | 96 - 6 = .....     | b | 75 - 5 = .....     | c | 53 - 3 = .....     |   |                    |
| d | 37 - 4 = .....     | e | 89 - 7 = .....     | f | 44 - 2 = .....     |   |                    |
| g | 28<br>- 8<br>..... | h | 19<br>- 9<br>..... | i | 66<br>- 3<br>..... | j | 97<br>- 5<br>..... |

**EXAMPLE**

- ▶ Ahmed bought 34 pieces of chocolate, then bought 4 more pieces.

How many pieces of chocolate does he have now?

**Solution**

The mathematical sentence:  $34 + 4 = 38$

Answer: 38 pieces of chocolate.

- ▶ There are 19 children in the classroom. Five children left. How many children are left?

**Solution**

The mathematical sentence:  $19 - 5 = 14$

Answer: 14 children.

**PRACTICE**

- ▶ Write the mathematical sentence and the answer.

- 3 You have 50 sheets of paper, and you got 4 more sheets from a friend.

How many sheets of paper do you have in all?

**Solution**

Mathematical sentence: .....

Answer: .....



- 4**  You have **76** pencils. You used **6** pencils.  
How many pencils are left?

**Solution**

Mathematical sentence: .....

Answer: .....

- 5**  There are **20** children, then **5** more children came.  
How many children are there in all?

**Solution**

Mathematical sentence: .....

Answer: .....

- 6**  You have **43** oranges. You ate **3** oranges.  
How many oranges are left?

**Solution**

Mathematical sentence: .....

Answer: .....

# EXERCISES

on Lessons 7 & 8

1 Calculate:

$$70 + 3 = \dots\dots\dots$$

$$20 + 5 = \dots\dots\dots$$

$$30 + 6 = \dots\dots\dots$$

$$70 + 1 = \dots\dots\dots$$

$$30 + 1 = \dots\dots\dots$$

$$50 + 5 = \dots\dots\dots$$

$$80 + 4 = \dots\dots\dots$$

$$24 + 3 = \dots\dots\dots$$

$$45 + 4 = \dots\dots\dots$$

$$49 - 9 = \dots\dots\dots$$

$$38 - 3 = \dots\dots\dots$$

$$46 - 6 = \dots\dots\dots$$

$$87 - 7 = \dots\dots\dots$$

$$22 - 2 = \dots\dots\dots$$

$$63 - 3 = \dots\dots\dots$$

$$99 - 9 = \dots\dots\dots$$

$$36 - 1 = \dots\dots\dots$$

$$77 - 6 = \dots\dots\dots$$

$$\begin{array}{r} 30 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 5 \\ \hline \end{array}$$



► Write the mathematical sentence and the answer.

- 2 Mohamed has 20 apples, and his mother gave him two apples. How many apples does he have now?

Solution

Mathematical sentence: .....

Answer: .....

- 3 There are 43 birds in the garden, and 3 more birds came. How many birds are in the garden now?

Solution

Mathematical sentence: .....

Answer: .....

- 4 Laila has 14 balloons and bought 5 balloons. How many balloons does she have now?

Solution

Mathematical sentence: .....

Answer: .....

- 5 Sara has 14 books, and her father gave her 4 books. How many books does she have now?

Solution

Mathematical sentence: .....

Answer: .....



- 6** Ahmed had **24** pens and gave his friend **4** pens.  
How many pens does he have left?

**Solution**

Mathematical sentence: .....

Answer: .....

- 7** There are **18** notebooks in the bag, and **3** notebooks were taken out. How many notebooks are left?

**Solution**

Mathematical sentence: .....

Answer: .....

- 8** There were **36** cats in the garden. **Four** cats left.  
How many cats are left?

**Solution**

Mathematical sentence: .....

Answer: .....

- 9** There are **78** cars in the garage. **Six** cars left.  
How many cars are left?

**Solution**

Mathematical sentence: .....

Answer: .....



10 Match the equal results:

a  $30 + 6 = \dots\dots\dots$

$58 - 4 = \dots\dots\dots$  1

b  $50 + 4 = \dots\dots\dots$

$39 - 3 = \dots\dots\dots$  2

c  $23 + 3 = \dots\dots\dots$

$79 - 2 = \dots\dots\dots$  3

d  $72 + 5 = \dots\dots\dots$

$27 - 1 = \dots\dots\dots$  4

11 Complete using <, =, or >:

a  $28 + 1$    $29 - 4$

b  $78 - 5$    $70 + 3$

c  $35 + 2$    $31 + 6$

d  $48 - 5$    $46 - 6$

e  $76 - 4$    $72 + 3$

f  $89 - 4$    $82 + 2$

12 What number should be placed in ?

a  $70 + \text{ } = 73$

b  $39 + \text{ } = 30$

c  $\text{ } + 7 = 47$

d  $\text{ } + 4 = 80$

e  $\text{ } + 2 = 65$

f  $50 + \text{ } = 52$

# ASSESSMENT

## on Lessons 7 & 8

**First:** Choose the correct answer:

a  $\square + 3 = 75$

① 87      ② 72

③ 70      ④ 73

c  $66 + \square = 68$

① 62      ② 6

③ 2      ④ 8

e  $80 + 4 = \square$

① 80      ② 84

③ 76      ④ 48

b  $\square - 4 = 30$

① 34      ② 43

③ 70      ④ 10

d  $75 - \square = 72$

① 3      ② 77

③ 5      ④ 7

f  $52 - 2 = \square$

① 54      ② 5

③ 50      ④ 52

**Second:** Calculate:

a  $85 - 5 = \dots\dots\dots$

c  $\begin{array}{r} 97 \\ - 6 \\ \hline \end{array}$

d  $\begin{array}{r} 20 \\ + 3 \\ \hline \end{array}$

e  $\begin{array}{r} 18 \\ - 2 \\ \hline \end{array}$

f  $\begin{array}{r} 36 \\ + 3 \\ \hline \end{array}$

b  $43 + 3 = \dots\dots\dots$

**Third:** Laila bought 23 balloons. Three of them burst.

How many balloons are left?

Write the mathematical sentence and the answer.

**Solution**

Mathematical sentence: .....

Answer: .....



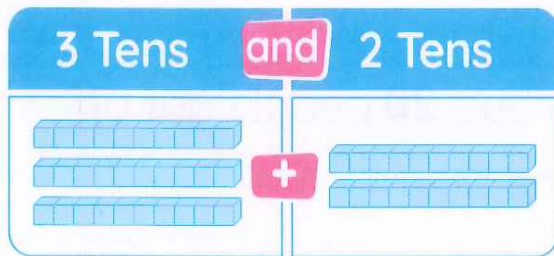
# 9 Lesson

## Adding and Subtracting Tens

### EXAMPLE

• Calculate:

a  $30 + 20$

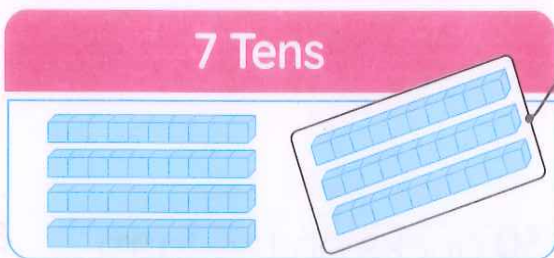


Three 10s and two 10s  
make five 10s.



$30 + 20 = 50$

b  $70 - 30$



Seven 10s minus three 10s  
make four 10s.



$70 - 30 = 40$

### PRACTICE

1 Calculate:

a  $50 + 30 = \dots$

b  $50 + 10 = \dots$

c  $60 - 20 = \dots$

d 
$$\begin{array}{r} 30 \\ - 10 \\ \hline \end{array}$$

e 
$$\begin{array}{r} 30 \\ + 30 \\ \hline \end{array}$$

f 
$$\begin{array}{r} 100 \\ - 80 \\ \hline \end{array}$$

g 
$$\begin{array}{r} 50 \\ + 50 \\ \hline \end{array}$$

h 
$$\begin{array}{r} 80 \\ - 70 \\ \hline \end{array}$$

- 2** You have **30** pencils. You bought **20** more pencils. How many pencils do you have in all?

Write the mathematical sentence and the answer.

**Solution**

Mathematical sentence: .....

Answer: .....

- 3** There are **40** people on the bus. **20** people got off. How many people are on the bus?

Write the mathematical sentence and the answer.

**Solution**

Mathematical sentence: .....

Answer: .....

- 4** There are **50** chickens and **30** ducks on the farm. Which is greater in number? And what is the amount of the increase?

Write the mathematical sentence and the answer.

**Solution**

Mathematical sentence: .....

Answer: .....

# EXERCISES

## on Lesson 9

1 Calculate:

a  $70 + 20 = \dots\dots\dots$

b  $40 + 10 = \dots\dots\dots$

c  $60 + 40 = \dots\dots\dots$

d  $60 - 40 = \dots\dots\dots$

e  $70 - 50 = \dots\dots\dots$

f  $100 - 10 = \dots\dots\dots$

g  $20 + 60 = \dots\dots\dots$

h  $90 - 50 = \dots\dots\dots$

i  $10 + 90 = \dots\dots\dots$

j 
$$\begin{array}{r} 40 \\ + 10 \\ \hline \end{array}$$

k 
$$\begin{array}{r} 10 \\ + 50 \\ \hline \end{array}$$

l 
$$\begin{array}{r} 30 \\ + 20 \\ \hline \end{array}$$

m 
$$\begin{array}{r} 80 \\ + 20 \\ \hline \end{array}$$

n 
$$\begin{array}{r} 30 \\ + 10 \\ \hline \end{array}$$

o 
$$\begin{array}{r} 100 \\ - 40 \\ \hline \end{array}$$

p 
$$\begin{array}{r} 80 \\ - 80 \\ \hline \end{array}$$

q 
$$\begin{array}{r} 90 \\ - 60 \\ \hline \end{array}$$

r 
$$\begin{array}{r} 30 \\ - 20 \\ \hline \end{array}$$

s 
$$\begin{array}{r} 90 \\ - 10 \\ \hline \end{array}$$

2 You have 50 candies. You bought 20 more candies.

How many candies do you have in all?

Write the mathematical sentence and the answer.

**Solution**

Mathematical sentence:  $50 + 20 = \dots\dots\dots$

Answer:  $70$



3 There are 100 boys and 70 girls.

Which one is more? And by how many?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence: .....

Answer: .....

4 Nada had 30 stickers, and her brother gave her 10 stickers. How many stickers does she have now? Write the mathematical sentence and the answer.

Solution

Mathematical sentence: .....

Answer: .....

5 There were 50 sheep on the farm. 20 sheep left.

How many sheep remained on the farm?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence: .....

Answer: .....

6 Match the equal results:

a  $30 + 20 = \dots\dots\dots$

$100 - 10 = \dots\dots\dots$  1

b  $50 + 40 = \dots\dots\dots$

$90 - 20 = \dots\dots\dots$  2

c  $20 + 40 = \dots\dots\dots$

$100 - 50 = \dots\dots\dots$  3

d  $60 + 10 = \dots\dots\dots$

$90 - 30 = \dots\dots\dots$  4

7 Complete using  $<$ ,  $=$ , or  $>$ :

a  $20 + 20$    $50 - 30$       b  $90 - 50$    $20 + 20$

c  $30 + 70$    $50 + 50$       d  $100 - 70$    $90 - 80$

e  $50 - 10$    $70 + 20$       f  $80 - 20$    $30 + 50$

8 What number goes in ?

a  $30 + \text{ } = 70$

b  $70 - \text{ } = 30$

c  $\text{ } + 30 = 40$

d  $\text{ } - 10 = 80$

e  $\text{ } + 20 = 60$

f  $100 - \text{ } = 50$



# ASSESSMENT

## on Lesson 9

**First:** Choose the correct answer:

a  $\square + 30 = 70$

① 100      ② 40

③ 30      ④ 70

c  $60 + \square = 80$

① 60      ② 80

③ 20      ④ 100

e  $20 + 40 = \square$

① 20      ② 40

③ 42      ④ 60

b  $\square - 40 = 50$

① 90      ② 10

③ 40      ④ 50

d  $50 - \square = 30$

① 50      ② 30

③ 20      ④ 80

f  $70 - 20 = \square$

① 50      ② 27

③ 42      ④ 60

**Second:** Calculate:

a  $60 - 10 = \dots\dots\dots$

c 
$$\begin{array}{r} 30 \\ + 50 \\ \hline \end{array}$$

d 
$$\begin{array}{r} 100 \\ - 30 \\ \hline \end{array}$$

e 
$$\begin{array}{r} 30 \\ + 20 \\ \hline \end{array}$$

f 
$$\begin{array}{r} 20 \\ - 20 \\ \hline \end{array}$$

b  $60 + 30 = \dots\dots\dots$

**Third:** There were 40 trees in the field. 40 trees were cut down.  
How many trees remained?

Write the mathematical sentence and the answer.

**Solution**

Mathematical sentence: .....

Answer: .....



# ASSESSMENT

## on Chapter 14

**First:** Choose the correct answer:

- a 60 and 8 make .....  
 ① 14                      ② 68                      ③ 86                      ④ 2
- b 100 and 6 make .....  
 ① 16                      ② 61                      ③ 106                      ④ 116
- c 73 is .....  
 ① 7 tens and 3 ones                      ② 3 tens and 7 ones  
 ③ 3 ones and 70 tens                      ④ 30 ones and 7 tens
- d ..... is 8 tens and 9 ones.  
 ① 17                      ② 1                      ③ 98                      ④ 89
- e ..... is 2 more than 80.  
 ① 100                      ② 28                      ③ 82                      ④ 78
- f ..... is 2 less than 67.  
 ① 70                      ② 37                      ③ 65                      ④ 97
- g One hundred thirteen is written as .....  
 ① 103                      ② 13                      ③ 133                      ④ 113
- h ..... + 40 = 43  
 ① 3                      ② 43                      ③ 83                      ④ 47
- i ..... is 3 tens and 5 ones.  
 ① 53                      ② 35                      ③ 83                      ④ 80
- j Eight 10s = .....  
 ① 18                      ② 108                      ③ 80                      ④ 8

**Second: Answer the following:**

**a** Calculate:

①  $63 + 2 = \dots\dots\dots$

②  $32 - 2 = \dots\dots\dots$

③ 
$$\begin{array}{r} 20 \\ + 30 \\ \hline \end{array}$$

④ 
$$\begin{array}{r} 100 \\ - 20 \\ \hline \end{array}$$

⑤ 
$$\begin{array}{r} 96 \\ + 4 \\ \hline \end{array}$$

**b** Look at the opposite chart and tell us what number goes in    :

① The horizontal rule is:  $\dots\dots\dots$ ,  $\dots\dots\dots$ ,  $\dots\dots\dots$ .

② The vertical rule is:  $\dots\dots\dots$ ,  $\dots\dots\dots$ ,  $\dots\dots\dots$ .

③ Answer:  $\dots\dots\dots$

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 80  | 81  | 82  | 83  | 84  |
| 90  | 91  |     | 93  | 94  |
| 100 |     |     |     | 104 |
| 110 | 111 |     | 113 | 114 |
| 120 | 121 | 122 | 123 | 124 |

**c** Arrange each of the following sets of numbers:

① From **smallest** to **biggest**:    ② From **biggest** to **smallest**:

75    30    84    56

95    115    59    105

|                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| $\dots\dots\dots$ | $\dots\dots\dots$ | $\dots\dots\dots$ | $\dots\dots\dots$ |
|-------------------|-------------------|-------------------|-------------------|

**d** You have **12** crayons, and you bought **5** more crayons. What is the total number of crayons?

Write the mathematical sentence and the answer.

**Solution**

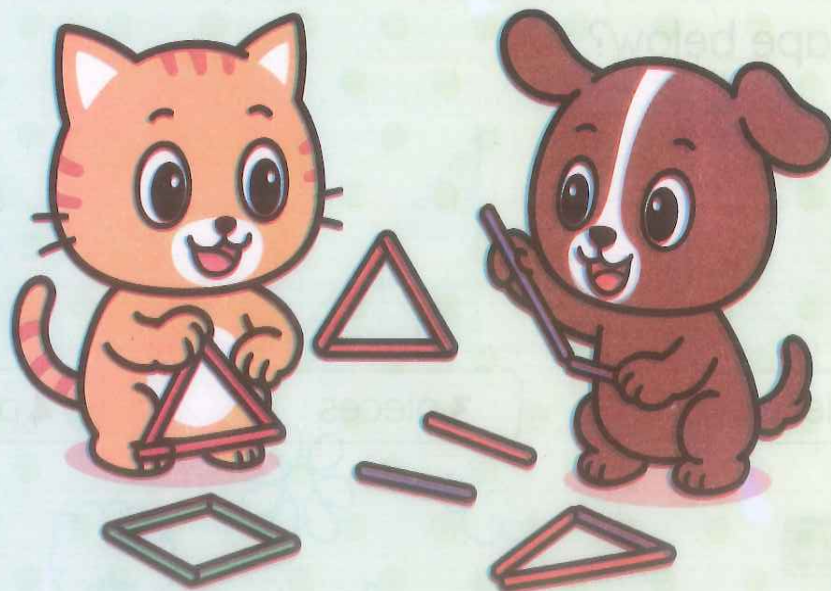
Mathematical sentence:  $\dots\dots\dots$

Answer:  $\dots\dots\dots$



# CHAPTER

# 15



## Making Shapes

**Lessons**

**1-3**

**Making Shapes**

# 1-3 Lessons

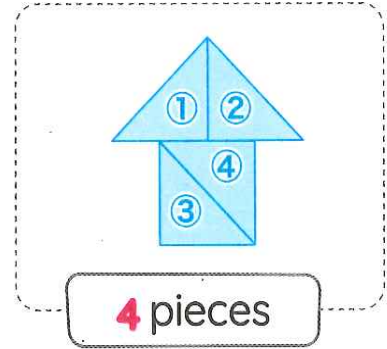
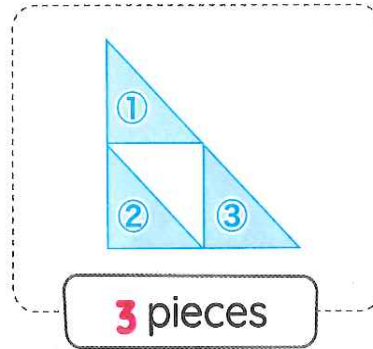
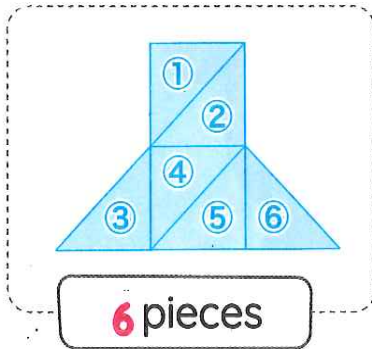
## Making Shapes

**First** Making shapes using:



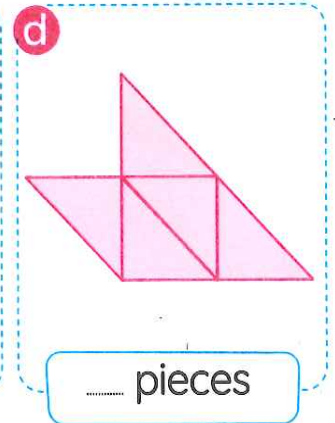
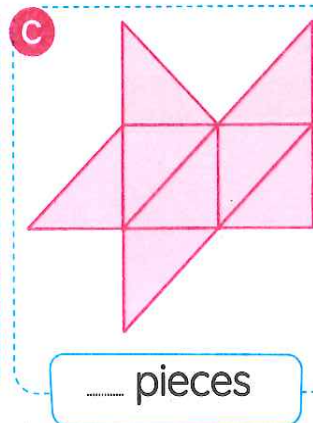
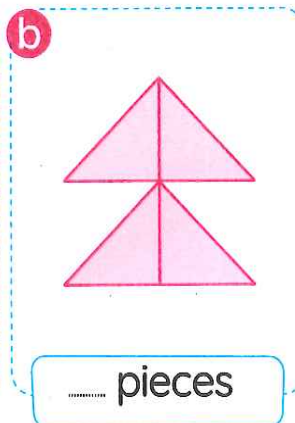
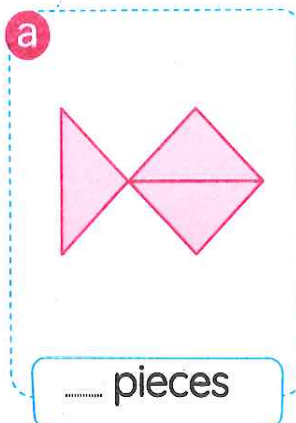
### EXAMPLE

How many pieces of colored paper (  ) were used for each shape below?



### PRACTICE

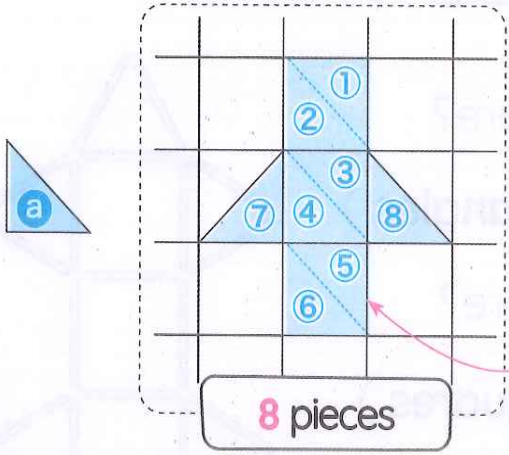
1 How many pieces of colored paper (  ) were used for each shape below?





# EXAMPLE

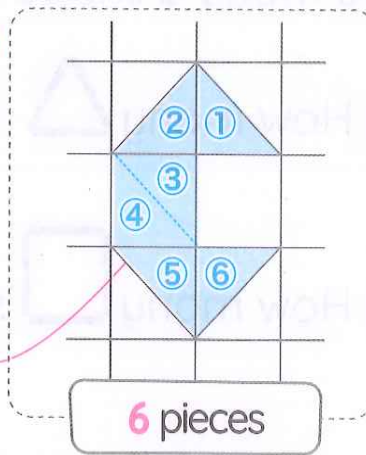
- How many pieces of colored paper **a** do you need to make each shape below?



8 pieces

*Notice that:*  
The squares are divided to obtain the shape of piece **a** "triangle".



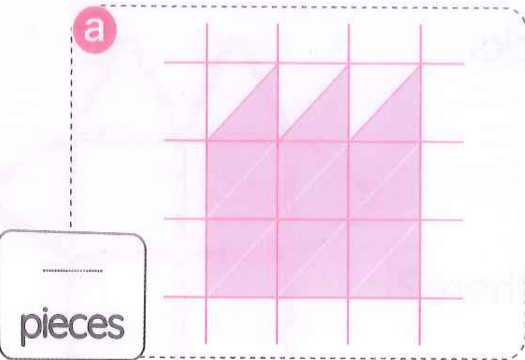


6 pieces

# PRACTICE

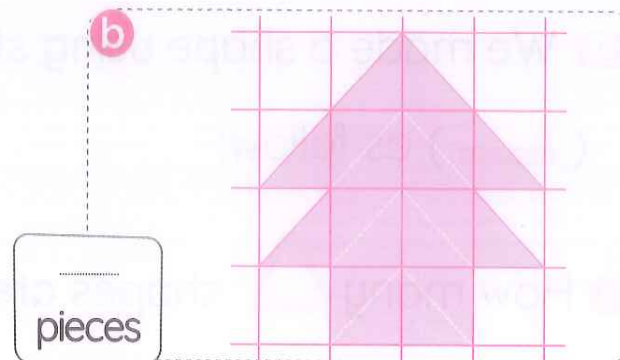
- 2  How many pieces of colored paper **A** do you need to make each shape below?

**a**



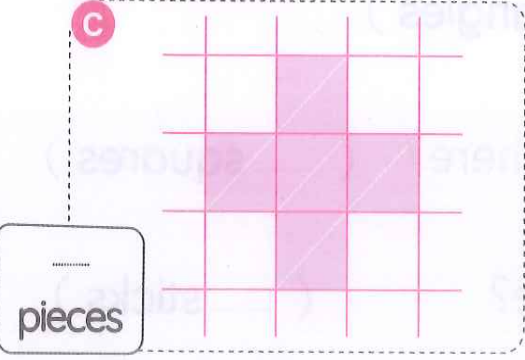
.....  
pieces

**b**



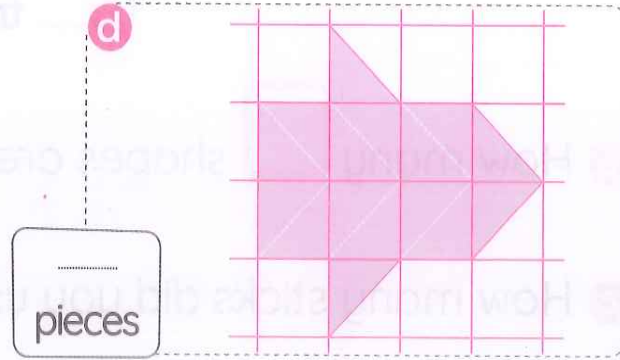
.....  
pieces

**c**



.....  
pieces

**d**



.....  
pieces

## Second Making shapes using sticks: ( — )

### EXAMPLE

- We made a shape using sticks ( — ) as follow:

a How many  shapes are there?

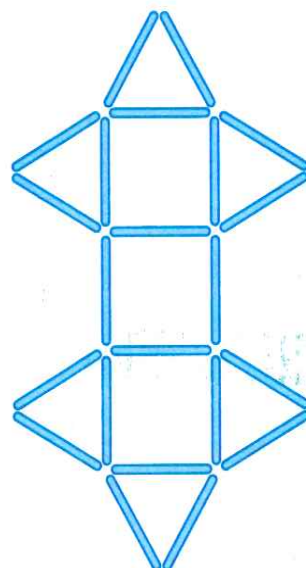
( 6 triangles )

b How many  shapes are there?

( 3 squares )

c How many sticks did you use?

( 22 sticks )



### PRACTICE

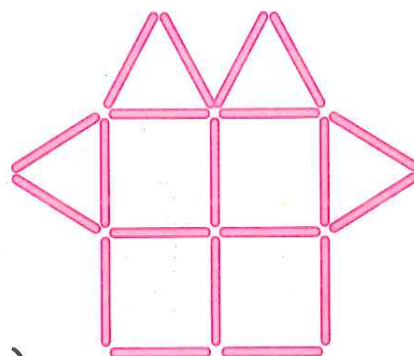
- 3 We made a shape using sticks ( — ) as follow:

a How many  shapes are there?

( ..... triangles )

b How many  shapes are there? ( ..... squares )

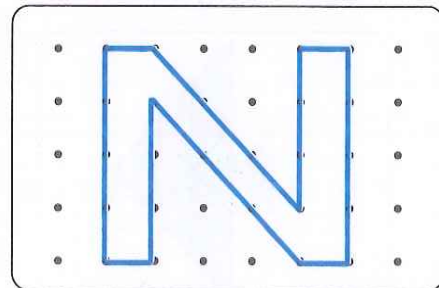
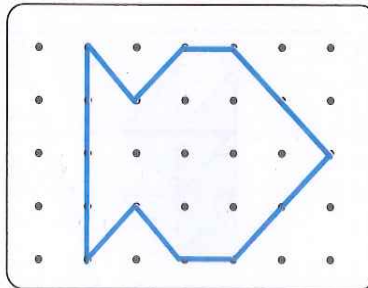
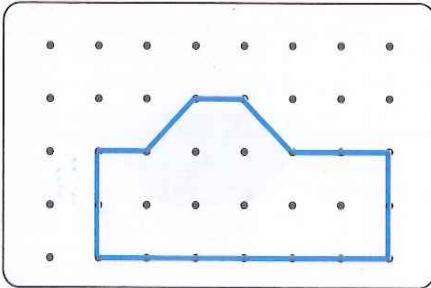
c How many sticks did you use? ( ..... sticks )



### Third Making shapes by connecting dots with lines:

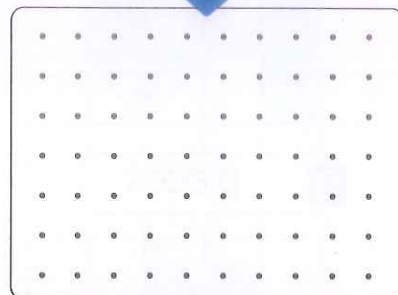
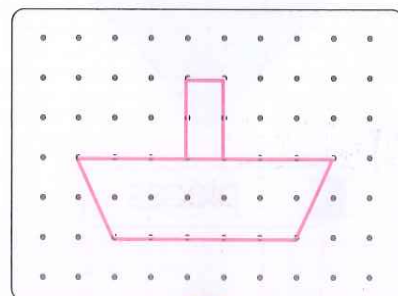
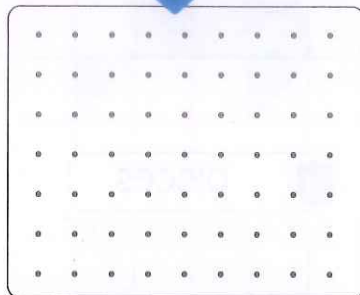
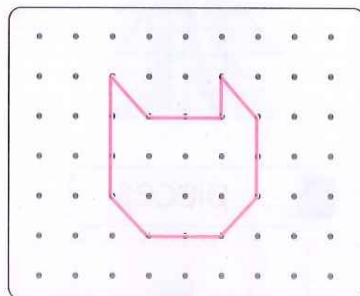
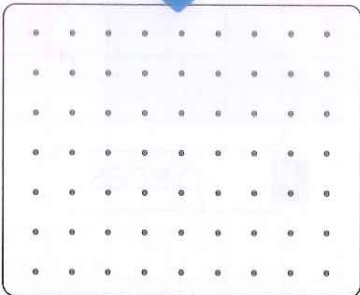
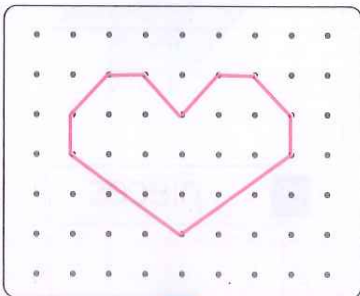
#### EXAMPLE

- Shapes can be made by connecting the points using lines.



#### PRACTICE

- 4 Redraw the following shapes:

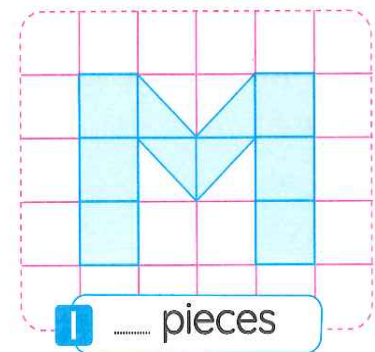
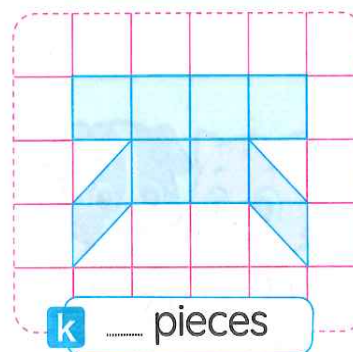
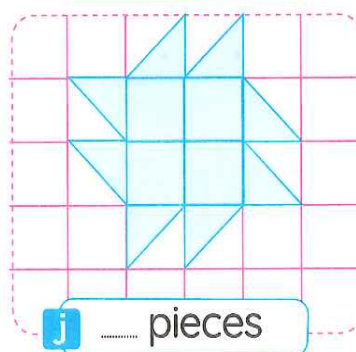
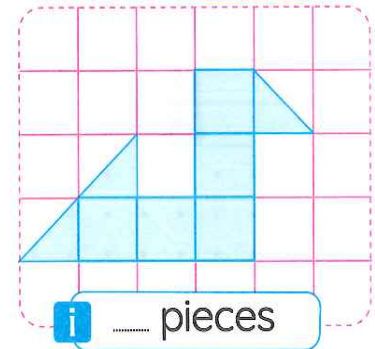
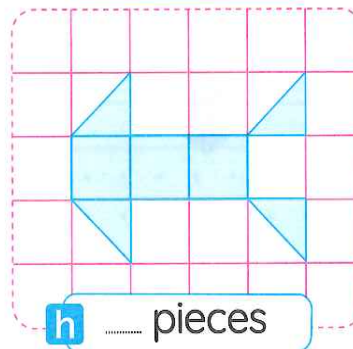
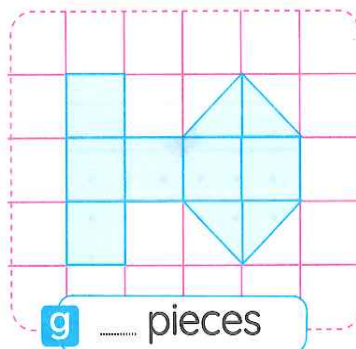
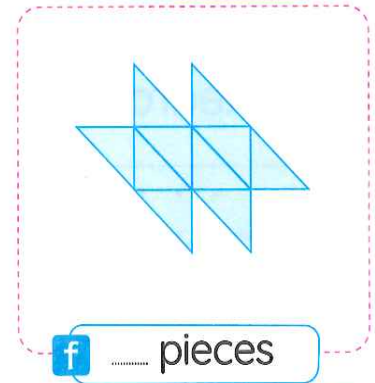
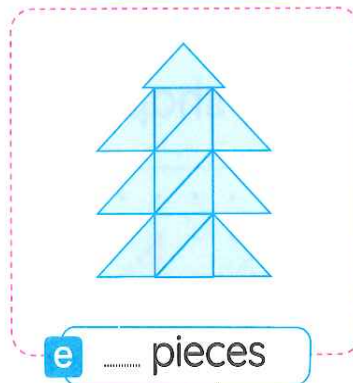
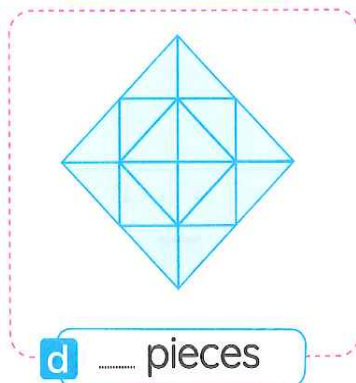
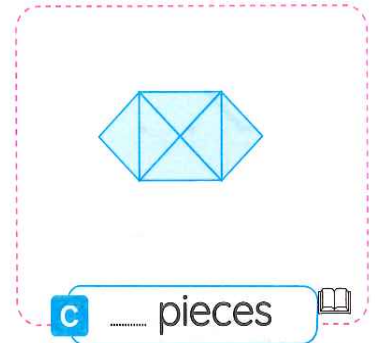
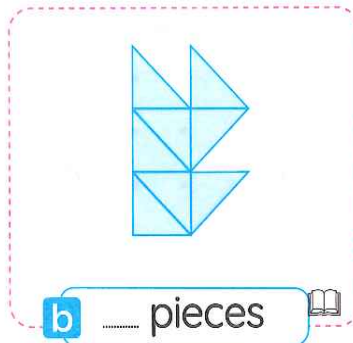
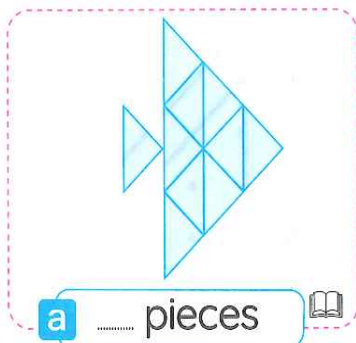




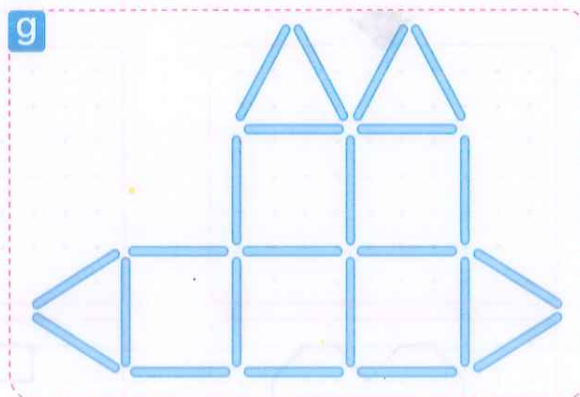
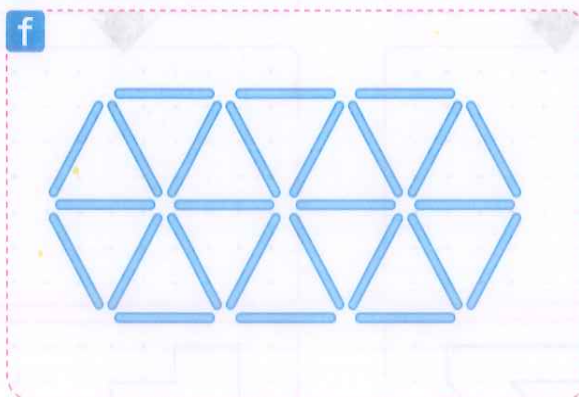
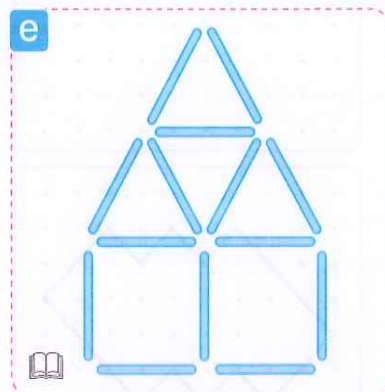
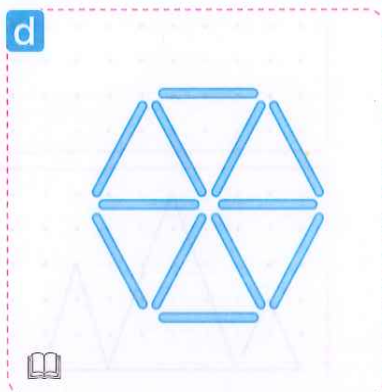
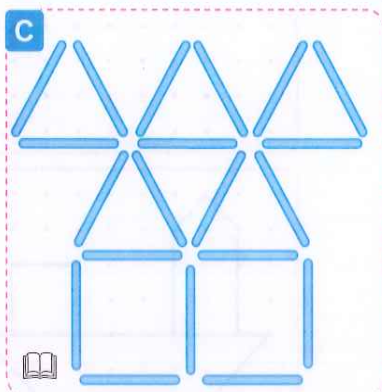
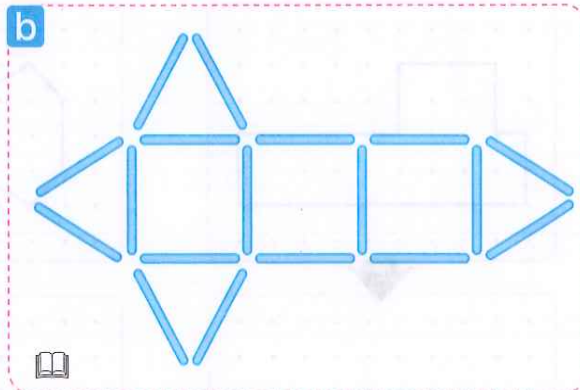
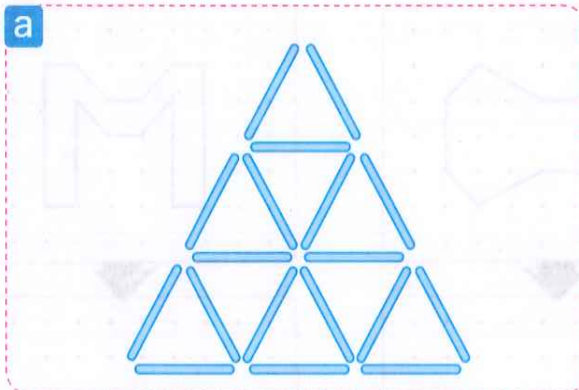
# EXERCISES

## on Lessons 1 – 3

1 How many pieces of colored paper (  ) were used for each shape below?



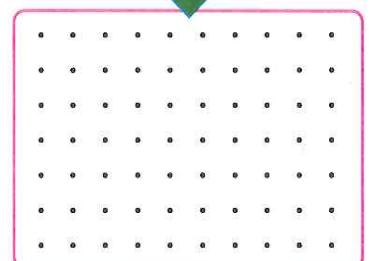
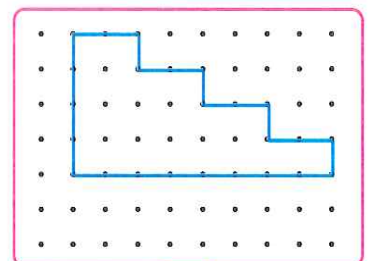
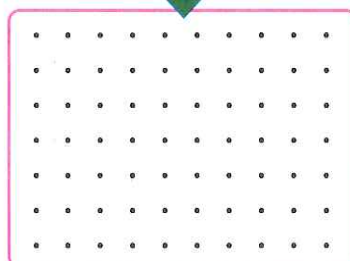
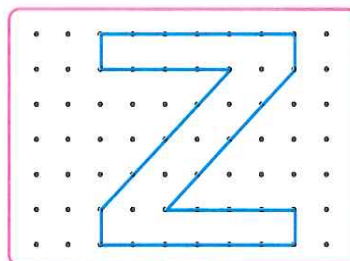
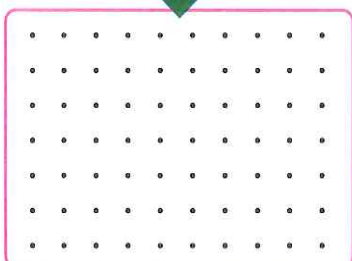
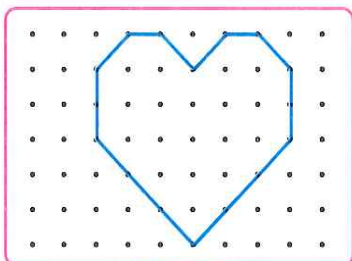
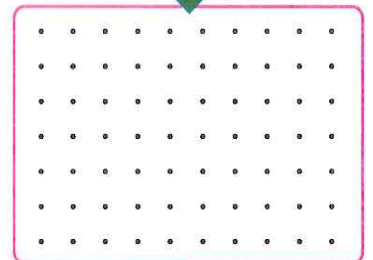
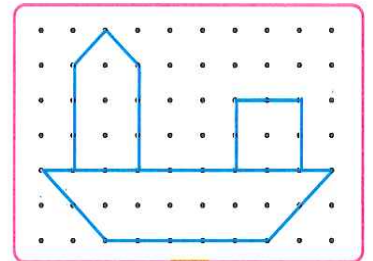
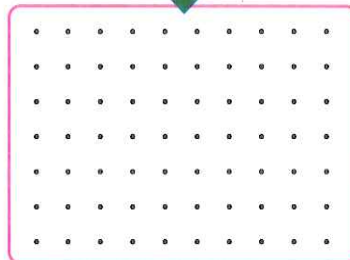
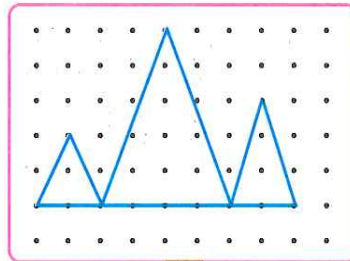
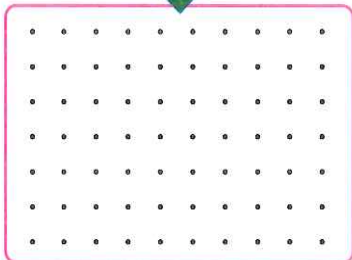
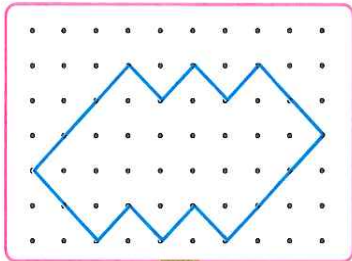
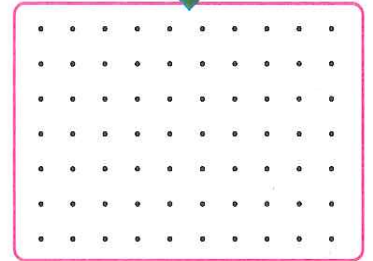
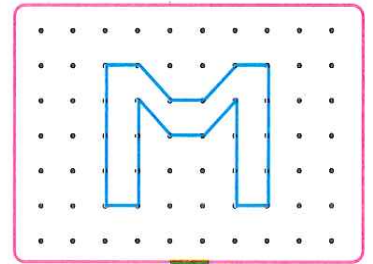
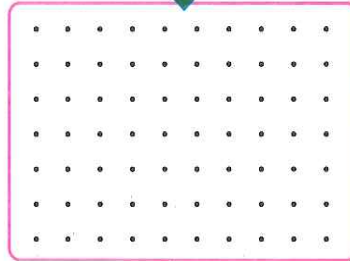
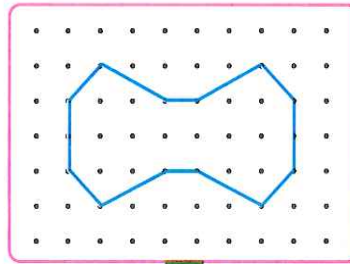
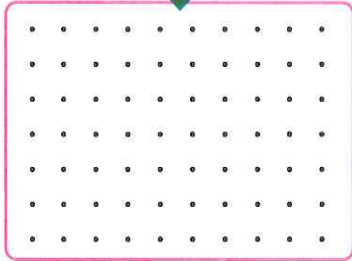
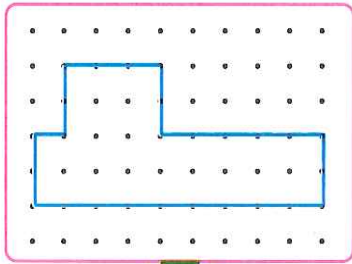
2 Study the following shapes, then complete the table:



| shape            |                                                                                     | a | b | c | d | e | f | g |
|------------------|-------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| Number of        |  |   |   |   |   |   |   |   |
| Number of        |  |   |   |   |   |   |   |   |
| Number of sticks |                                                                                     |   |   |   |   |   |   |   |

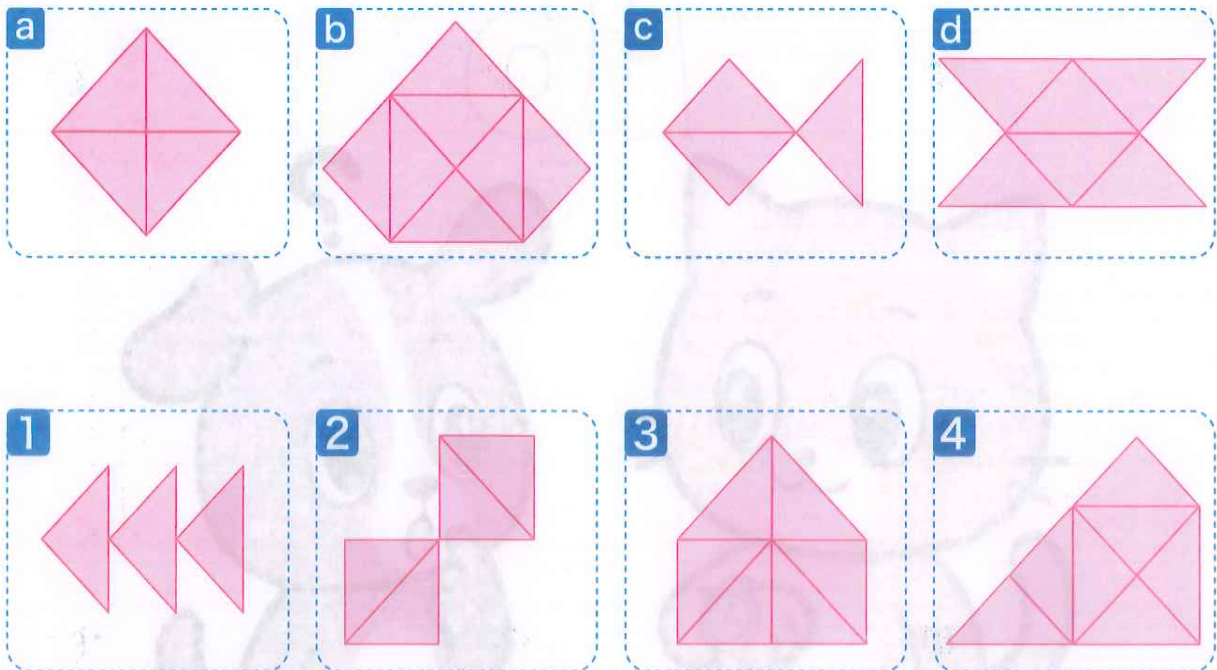


3 Redraw the following shapes:



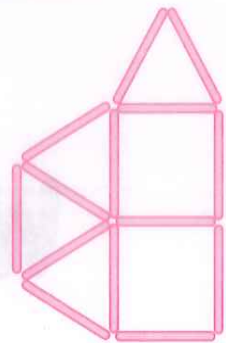
# ASSESSMENT on Chapter 15

**First:** Match the shapes that are made of the **same** number of pieces:



**Second:** Study the following shape, then complete:

- a** The number of  shapes: ..... **triangles**.
- b** The number of  shapes: ..... **squares**.
- c** The number of sticks: ..... **sticks**.



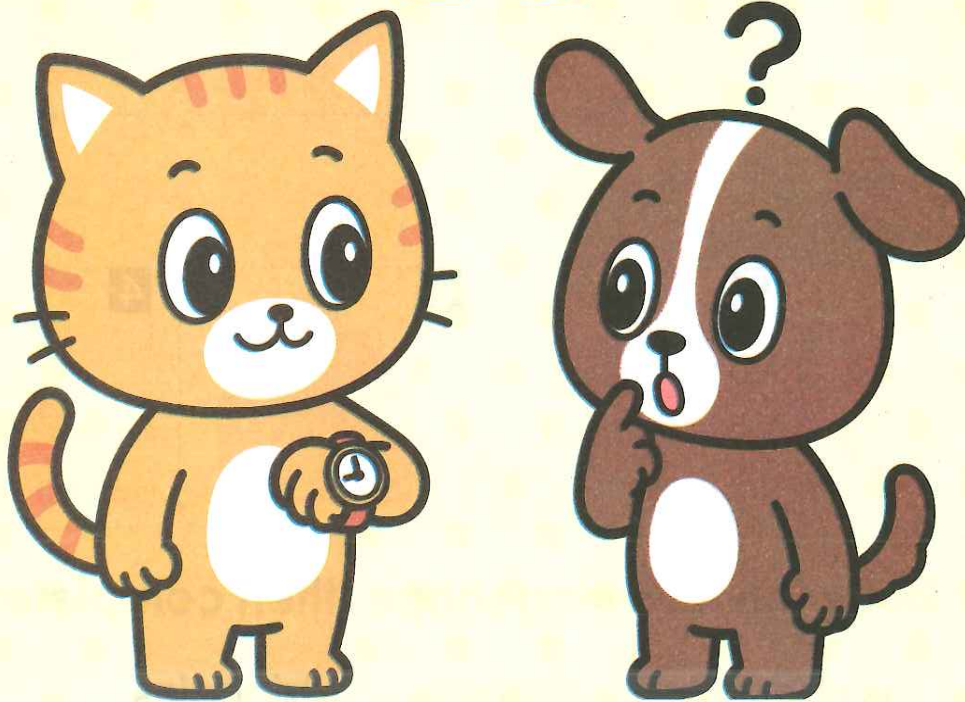
**Third:** Redraw the following shape:





# CHAPTER

# 16



## What Time Is It?

**Lessons**

**1 & 2**

What Time Is It?

# 1&2 Lessons

## What Time Is It?

### REMEMBER

There are two hands on a clock.

The short hand shows the hour.



The long hand shows the minutes.

When the short hand is between two numbers, read the **smaller** number.

### EXAMPLE

The short hand is on **2**, and the long hand is on **12**.



It is **2 o'clock**.

02:00

The short hand is between **7 and 8**, and the long hand is on **6**.



It is **half past 7**.

07:30

### PRACTICE

1 Read the clocks:

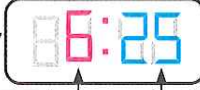




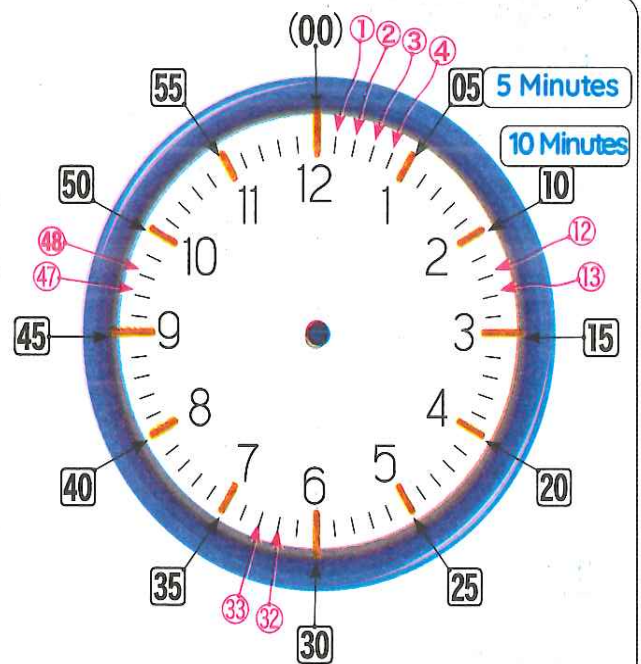
### LEARN

- Each mark that the long hand points to represents **1 minute**.
- Reading the clock:**

**First**, read what the **short hand** points to (hours),  
**then** read what the **long hand** points to (minutes).

*For example:*   
 Hours Minutes

*It's read as: Six and twenty five minutes.*



### EXAMPLE

- The short hand is between **4** and **5** (**4** hours).
- The long hand is on **10** (**10** minutes).



- The short hand is between **12** and **1** (**12** hours).
- The long hand is on **37** (**37** minutes).



- The short hand is between **10** and **11** (**10** hours).
- The long hand is on **25** (**25** minutes).



- The short hand is between **8** and **9** (**8** hours).
- The long hand is on **50** (**50** minutes).





# PRACTICE

## 2 Read the clocks:



## 3 Draw the long hand:



## 4 Complete the following:

- The short hand is between 5 and 6, the long hand is on 35, then it is ..... : .....
- The short hand is between 10 and 11, the long hand is on 12, then it is ..... : .....
- The short hand is between ..... and ....., the long hand is on ....., then it is 9 : 07.
- The short hand is between ..... and ....., the long hand is on ....., then it is 12 : 45.

# EXERCISES

## on Lessons 1 & 2

**1** The long hand of a clock shows the minutes.

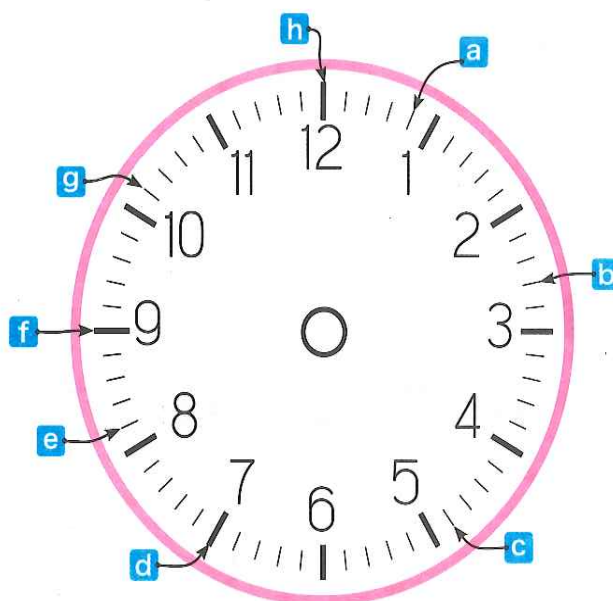
Write what each of the following points to.

**a** : ..... **b** : .....

**c** : ..... **d** : .....

**e** : ..... **f** : .....

**g** : ..... **h** : .....



**2** The long hand of a clock shows the minutes.

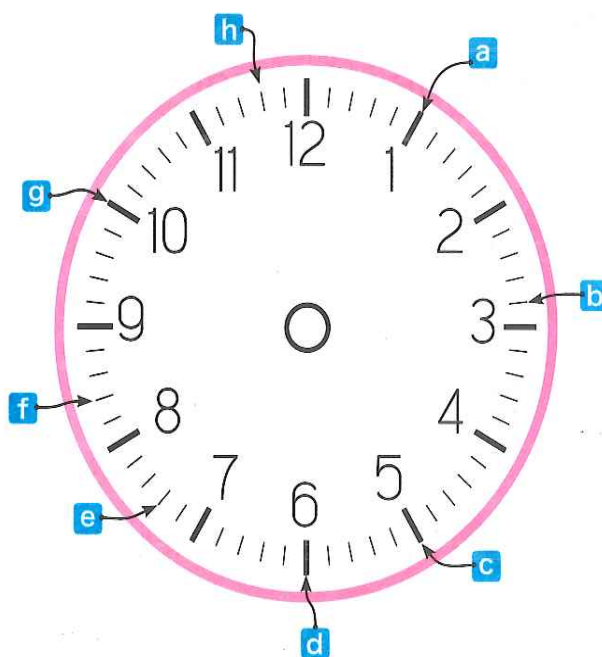
Write what each of the following points to.

**a** : ..... **b** : .....

**c** : ..... **d** : .....

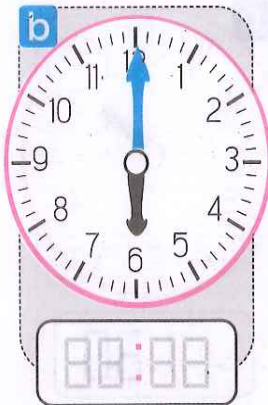
**e** : ..... **f** : .....

**g** : ..... **h** : .....

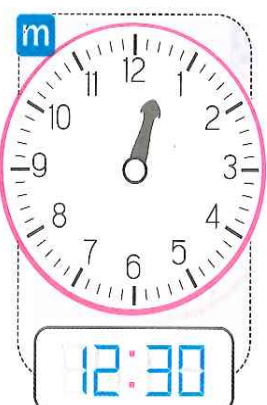
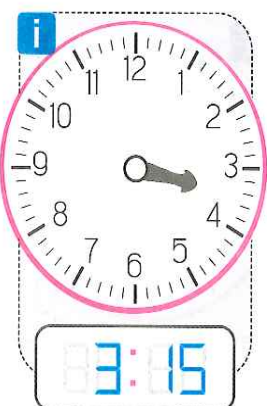
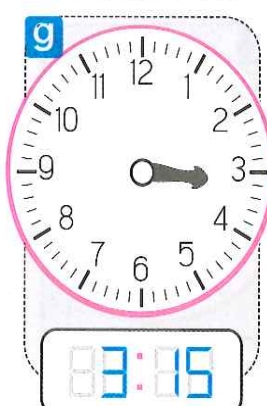
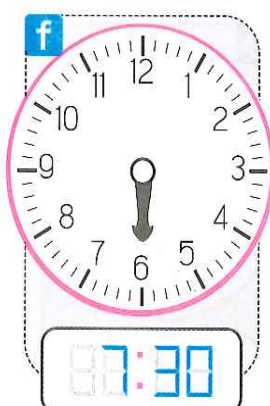
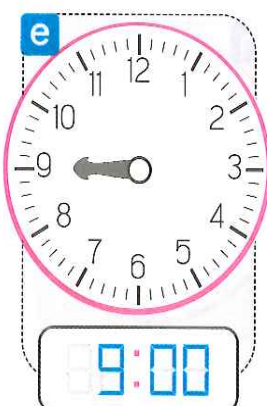
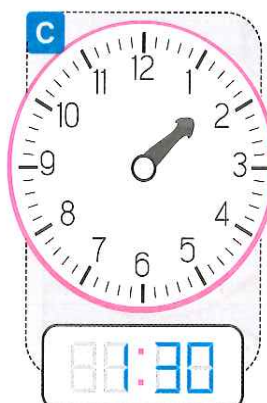
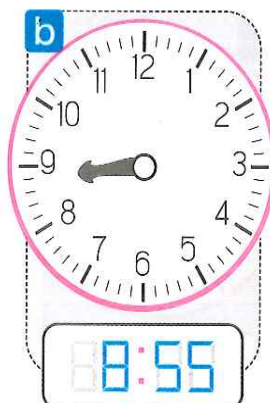
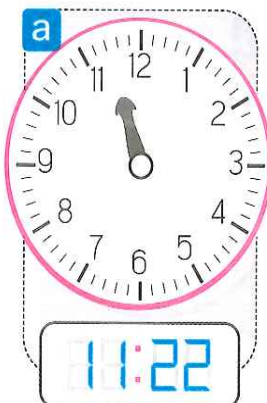




### 3 Read the clocks:



4 Draw the **long** hand:

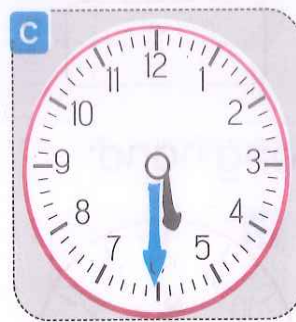
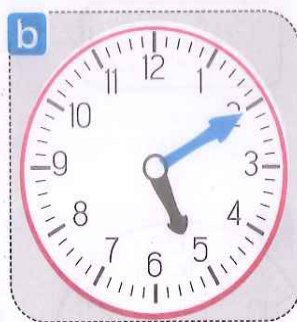




5 Complete the following:

- a The short hand is between **1** and **2**, the long hand is on **45**, then it is ..... : .....
- b The short hand is between **4** and **5**, the long hand is on **36**, then it is ..... : .....
- c The short hand is between **12** and **1**, the long hand is on **8**, then it is ..... : .....
- d The short hand is between ..... and ....., the long hand is on ....., then it is **9 : 48**.
- e The short hand is between ..... and ....., the long hand is on ....., then it is **7 : 30**.
- f The short hand is between ..... and ....., the long hand is on ....., then it is **11 : 09**.

6 Match:



1 5:40

2 3:05

3 10:05

4 5:30



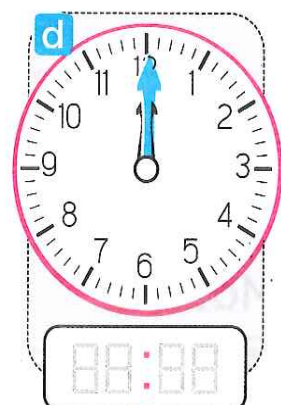
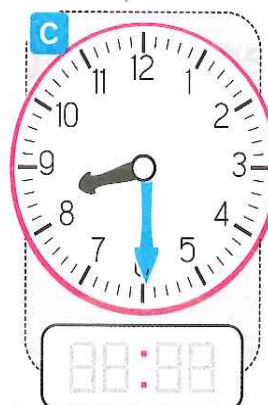
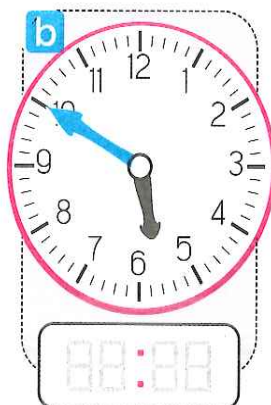
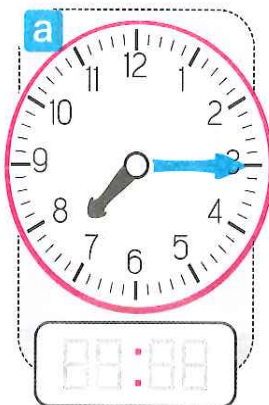
# ASSESSMENT

## on Chapter 16

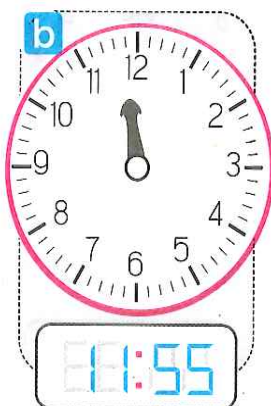
**First: Complete the following:**

- a The short hand is between **1** and **2**, the long hand is on **45**, then it is ..... : .....
- b The short hand is between ..... and ....., the long hand is on ....., then it is **9 : 48**.
- c The short hand shows the .....
- d The long hand shows the .....

**Second: Read the clocks:**



**Third: Draw the long hand:**



# CHAPTER

# 17



## Addition and Subtraction

**Lesson** Addition and Subtraction (Part 1)

1

**Lesson** Addition and Subtraction (Part 2)

2

**Lessons** Addition and Subtraction (Parts 3 & 4)

3 & 4

**Lesson** Addition and Subtraction (Part 5)

5



# 1 Lesson

## Addition and Subtraction (Part 1)

### LEARN

• If a number of people are standing in a line:

- When you know “what number in line” and the number of people behind, you can find the total number by using **addition**.

$$\begin{array}{|c|} \hline \text{The number of} \\ \text{people behind} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{What number} \\ \text{in line} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Total number} \\ \text{of people} \\ \hline \end{array}$$

- When you know the total number and “what number in line,” you can find the number of people behind by using **subtraction**.

$$\begin{array}{|c|} \hline \text{Total number} \\ \text{of people} \\ \hline \end{array} - \begin{array}{|c|} \hline \text{What number} \\ \text{in line} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{The number of} \\ \text{people behind} \\ \hline \end{array}$$

### EXAMPLE

• Nadia is the **4th** in the line from the front.

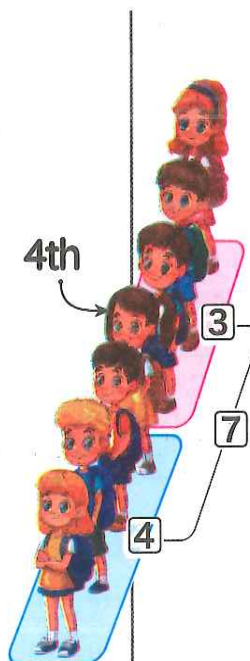
If there are **3** children behind Nadia in the line, how many children are there in all?

#### Solution

Mathematical sentence:

$$4 + 3 = 7$$

Answer: **7** children



If there are **7** children standing in the line, how many children are behind Nadia?

#### Solution

Mathematical sentence:  $7 - 4 = 3$

Answer: **3** children

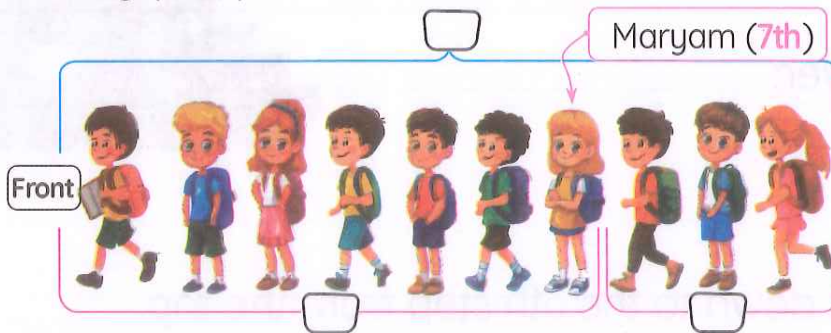
# PRACTICE

► Write the mathematical sentence and the answer.

1 Maryam is the 7<sup>th</sup> in the line from the front.

There are 3 people behind Maryam in the line.

How many people are there in total?



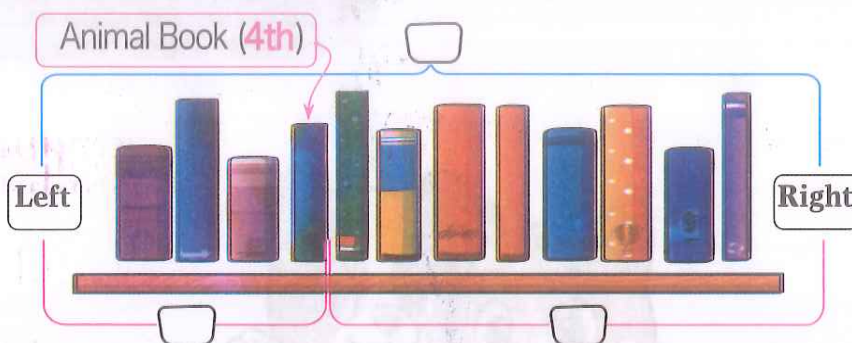
Mathematical sentence: .....

Answer: .....

2 There are 12 books on the bookshelf. The animal book is the 4<sup>th</sup> book from the left.

The animal book is the 4<sup>th</sup> book from the left.

How many books are to the right of the animal book?



Mathematical sentence: .....

Answer: .....



3 You went up to the 7th step of the stairs.

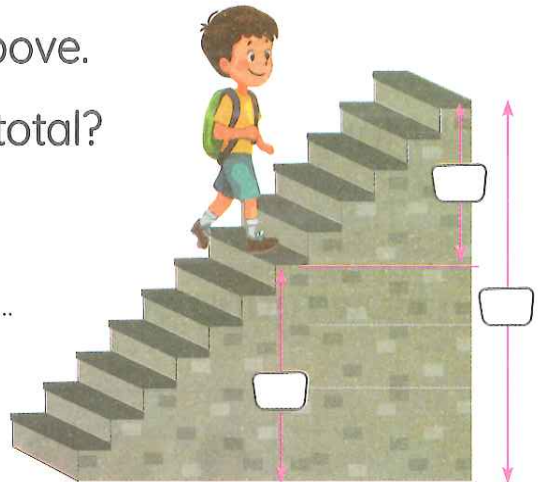
There are still 5 more steps above.

How many steps are there in total?

Mathematical sentence:

.....

Answer: .....



4 You went down to the 5th step from the top.

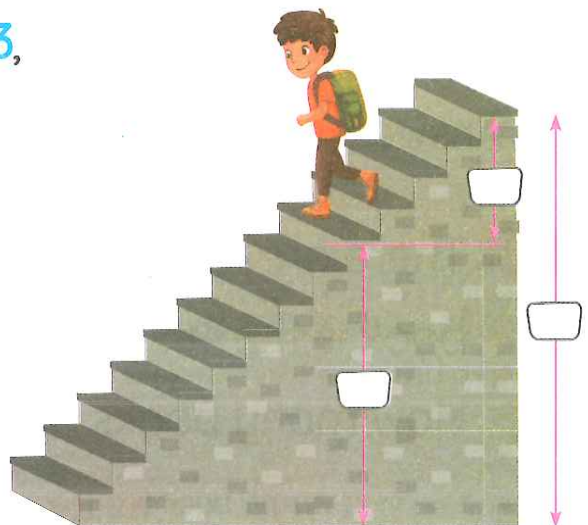
If the total number of steps is 13,

how many steps remain?

Mathematical sentence:

.....

Answer: .....

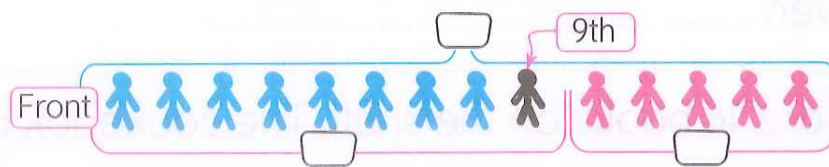


# EXERCISES

## on Lesson 1

► Write the mathematical sentence and the answer.

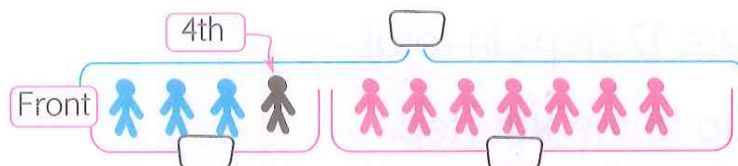
- 1  A group of people are standing in a line at the bus stop. Mohammed is the **9th** from the front. There are **5** people behind Mohammed in the line. How many people are there in total?



Mathematical sentence: .....

Answer: .....

- 2  Mahmoud is the **4th** in the line from the front. There are **7** people behind Mahmoud in the line. How many people are there in total?



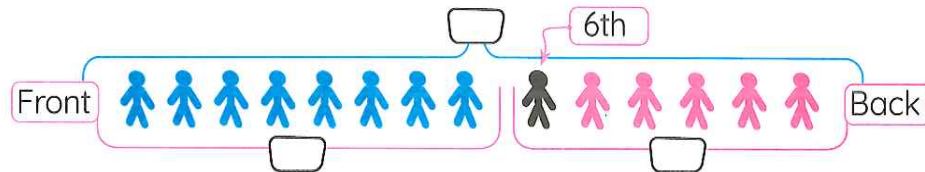
Mathematical sentence: .....

Answer: .....

- 3 There are 14 children standing in a line.

Shahd is the 6th in the line from the back.

How many children are standing in front of Shahd?

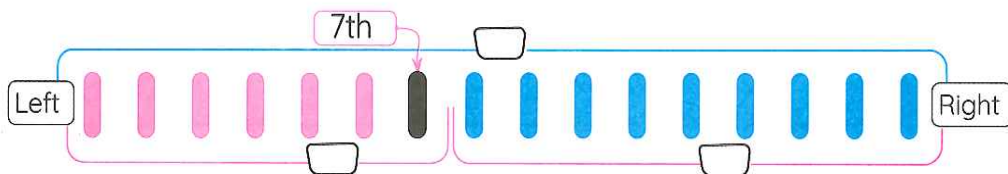


Mathematical sentence: .....

Answer: .....

- 4 There are 16 books on the shelf. The cookbook is the 7th book from the left.

How many books are to the right of the cookbook?



Mathematical sentence: .....

Answer: .....

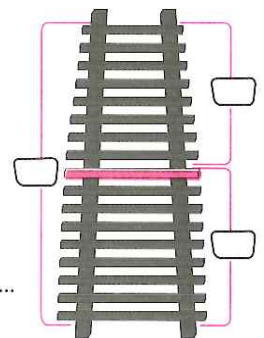
- 5 There are 17 steps in total.

You went up to the 9th step.

How many steps are left?

Mathematical sentence: .....

Answer: .....





- 6 You went up to the 8th step of the stairs.

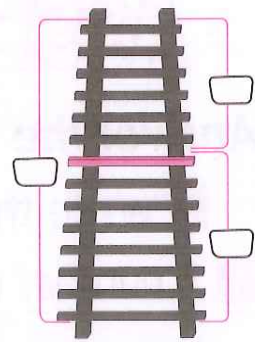
There are still 6 more steps above.

How many steps are there in total?

Mathematical sentence:

.....

Answer: .....

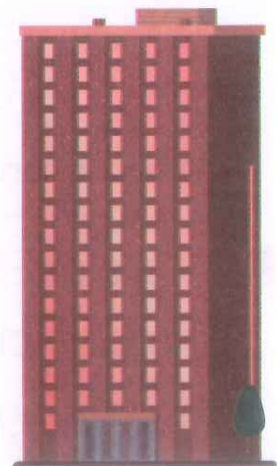


- 7 Your friend Emad lives on the top floor of a building that has 17 floors. If the elevator has reached the 10th floor, how many floors are left to reach his floor?

Mathematical sentence:

.....

Answer: .....





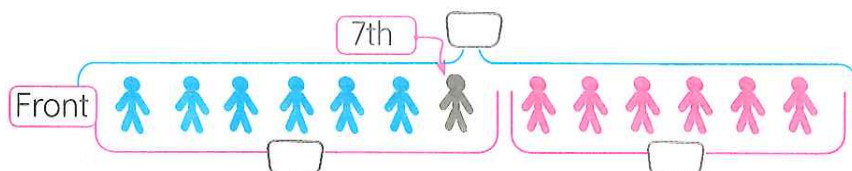
# ASSESSMENT

## on Lesson 1

Answer the following:

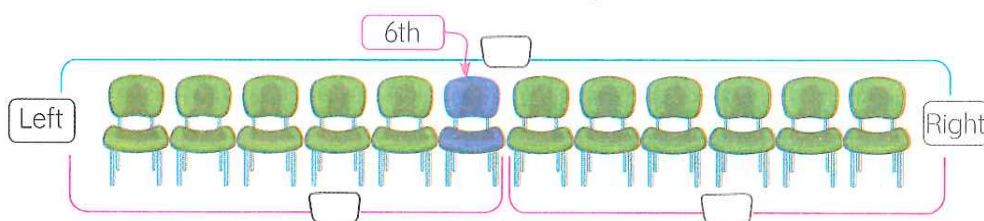
► Write the mathematical sentence and the answer.

- 1 A number of students are standing in a line in front of the classroom door. Laila is the 7th from the front, and 6 students are standing behind her. How many students are there in all? How many students are there in total?



Mathematical sentence: ..... + ..... = ..... Answer: .....

- 2 There are 12 chairs in one row in the waiting hall. The blue chair is the 6th chair from the left. How many chairs are to the right of the blue chair?

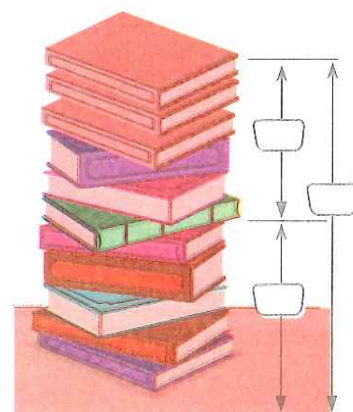


Mathematical sentence: ..... - ..... = ..... Answer: .....

- 3 There are 11 books stacked on the table. Maryam took the 6th book from the top. How many books are under this book?

Mathematical sentence: ..... - ..... = .....

Answer: .....



# 2 Lesson

## Addition and Subtraction (Part 2)

### LEARN

- When we have things from different groups, we can still use addition and subtraction by replacing them with things from one of the groups.
- When you use ▲ and ● to draw a diagram, it becomes easier to understand what the mathematical sentence will be.

### EXAMPLES

- 1 There are 5 pens. Each child gets one pen to draw with, and 3 children are left without pens. How many children are there in total?

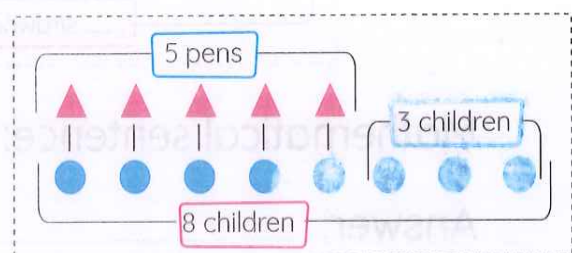
#### Solution

To draw the diagram, we use ● to represent each child, and ▲ to represent each pen.

Mathematical sentence:

$$5 + 3 = 8$$

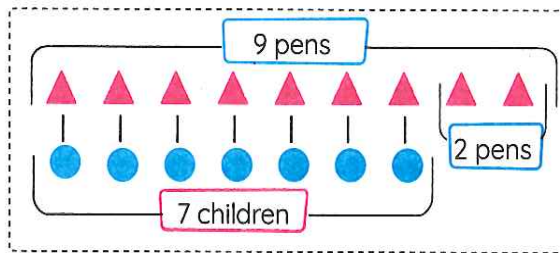
Answer: 8 children



- 2 There are 9 pencils. 7 children each get 1 pencil to draw with. How many pencils are left?

**Solution**

To draw the diagram, we use ● to represent each child, and ▲ to represent each pencil.



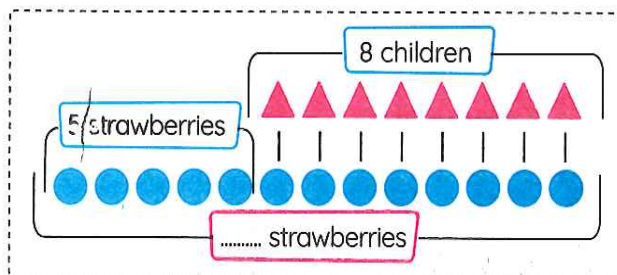
Mathematical sentence:  $9 - 7 = 2$  Answer: 2 pencils

**PRACTICE**

► Write the mathematical sentence and the answer.

- 1 8 children are each eating one strawberry. There are 5 more strawberries left. How many strawberries are there in total?

**Solution**



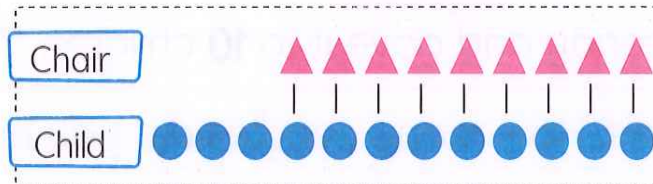
Mathematical sentence: .....

Answer: .....



- 2 There are 9 chairs, and one child is sitting on each chair. There are 3 children standing. How many children are there in total?

Solution

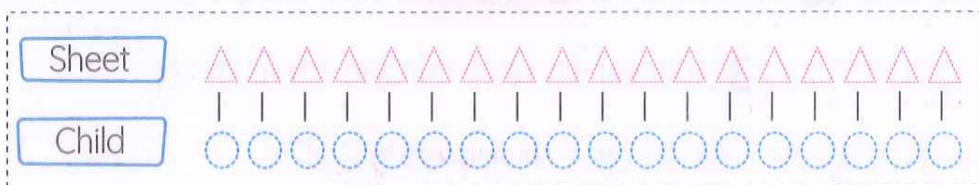


Mathematical sentence: .....

Answer: .....

- 3 You have 18 sheets of drawing paper. You give 1 sheet to each of the 9 children. How many sheets of drawing paper are left?

Solution



Mathematical sentence: .....

Answer: .....



Color the triangles and circles to solve the problem.



# EXERCISES

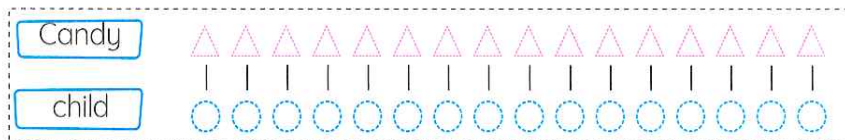
## on Lesson 2

**Answer the following:**

► Write the mathematical sentence and the answer.

- 1**  You bought candy and gave it to **10** children. You still have **6** candies left. How many candies did you buy in total?

### • Solution •

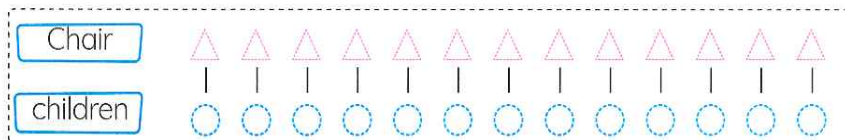


Mathematical sentence: .....

Answer: .....

- 2** There are **10** chairs in the classroom. Each student sat on one chair, and **3** students remained standing. How many students are there in total?

### • Solution •

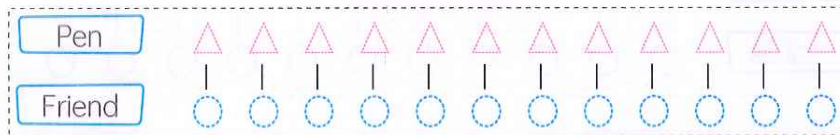


Mathematical sentence: .....

Answer: .....

- 3 Salma had some pens. She gave 8 pens to her friends, one pen to each friend, and she had 4 pens left. How many pens did she have at the beginning?

Solution

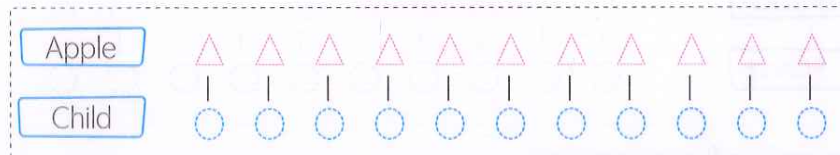


Mathematical sentence: .....

Answer: .....

- 4 A mother had some apples. She gave one apple to each of her four children, and 7 apples remained with her. How many apples did she have at the beginning?

Solution

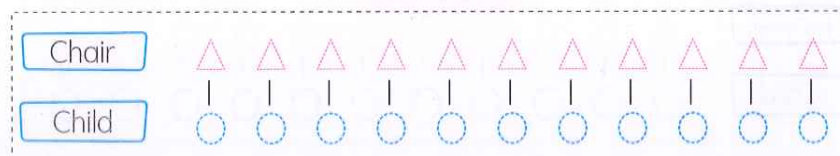


Mathematical sentence: .....

Answer: .....

- 5 7 chairs are available. 11 children will each sit on one chair. How many children will not be able to sit on a chair?

Solution

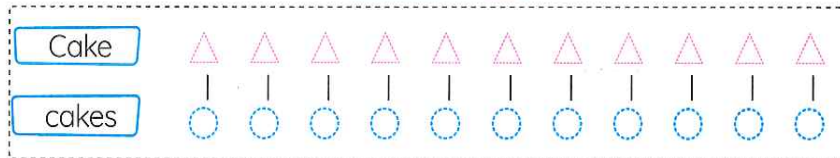


Mathematical sentence: .....

Answer: .....

- 6 There are 11 cakes and 5 children. Each child eats 1 cake. How many cakes are left?

Solution



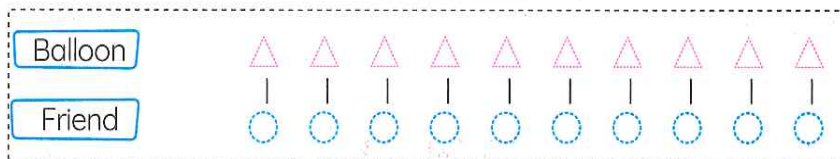
Mathematical sentence: .....

Answer: .....

- 7 Sarah had 10 balloons. She gave 1 balloon to each of her 4 friends.

How many balloons does she have left?

Solution

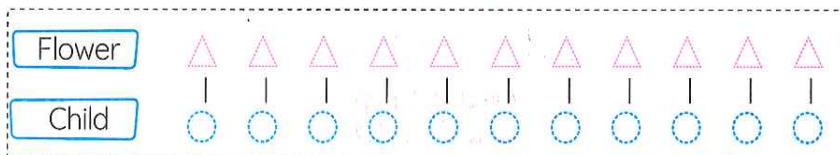


Mathematical sentence: .....

Answer: .....

- 8 There were 11 flowers in the garden. Each of 6 children picked one flower. How many flowers are left?

Solution



Mathematical sentence: .....

Answer: .....



# ASSESSMENT

## on Lesson 2

Answer the following:

► Write the mathematical sentence and the answer.

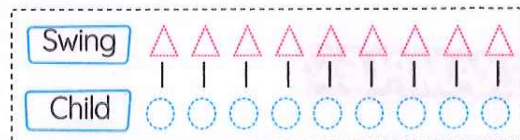
- 1 There are 6 swings in the playground, and each swing can hold one child. 9 children came to play. How many children will not find a swing?

Solution

Mathematical sentence:

.....

Answer: .....



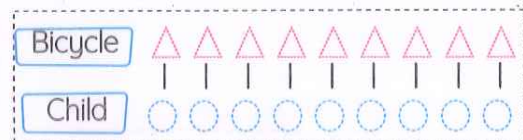
- 2 There are 4 bicycles. Each child rode one bicycle, and 5 children were left without bicycles. How many children are there in total?

Solution

Mathematical sentence:

.....

Answer: .....



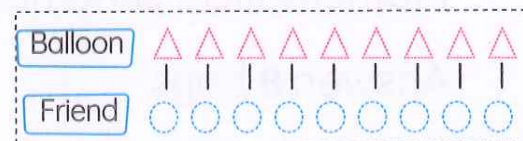
- 3 Nader had a number of balloons. He gave one balloon to each of his 7 friends, and 2 balloons remained with him. How many balloons did he have at first?

Solution

Mathematical sentence:

.....

Answer: .....





# 3 & 4 Lessons

## Addition and Subtraction (Parts 3 & 4)

### LEARN

- When you compare two numbers:

You can find the **bigger** number by using **addition**.

You can find the **smaller** number by using **subtraction**.

### EXAMPLES

- There are 5 girls in the classroom, and the number of boys is **greater than** the number of girls by 3 boys. How many boys are there in the classroom?

#### Solution



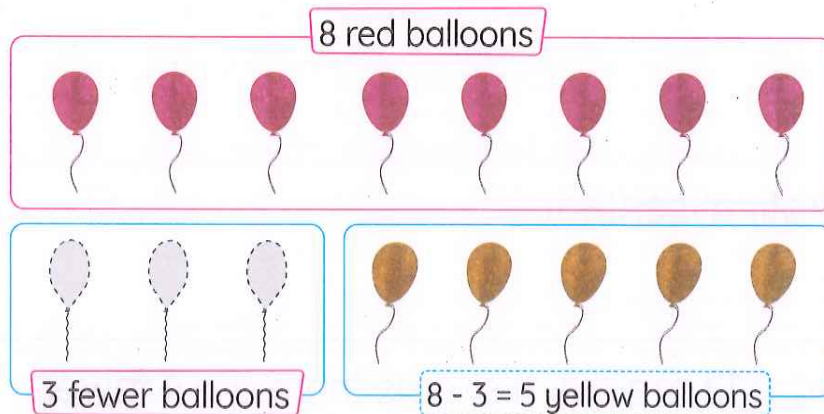
Mathematical sentence:  $3 + 5 = 8$

Answer: 8 boys



- 2 There are 8 red balloons, and the number of yellow balloons is 3 fewer. How many yellow balloons are there?

Solution



Mathematical sentence:  $8 - 3 = 5$

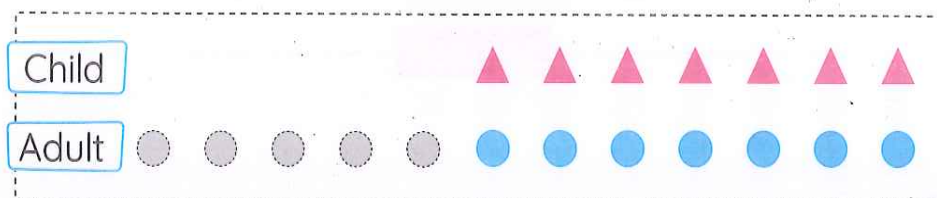
Answer: 5 yellow balloons

### PRACTICE

► Write the mathematical sentence and the answer.

- 1 There are 7 children. There are 5 more adults than children. How many adults are there?

Solution



Mathematical sentence: .....

Answer: .....

- 2 There are 6 dogs. It seems there are 7 more cats than dogs. How many cats are there?

Solution

Dog

Cat

Mathematical sentence: .....

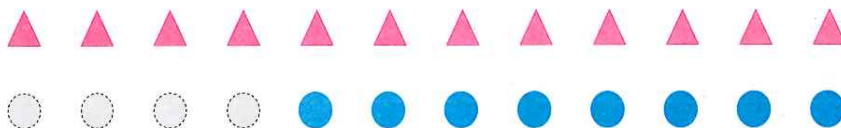
Answer: .....

- 3 There are 12 melons. It seems there are 4 fewer watermelons than melons. How many watermelons are there?

Solution

Melon

Watermelon



Mathematical sentence: .....

Answer: .....

- 4 There are 15 ducks. It seems there are 8 fewer chickens than ducks. How many chickens are there?

Solution

Duck

Chicken

Mathematical sentence: .....

Answer: .....





# EXERCISES

## on Lessons 3 & 4

Answer the following:

► Use  $\triangle$  and  $\bigcirc$  to draw a diagram, then write the mathematical sentence and the answer.

- 1  There are 9 blue pens. It seems there are 8 more red pens than blue pens. How many red pens are there?

Solution

Blue pen

Red pen

Mathematical sentence: .....

Answer: .....

- 2  There are 4 boys. It seems there are 7 more girls than boys. How many girls are there?

Solution

Boy

Girl

Mathematical sentence: .....

Answer: .....



- 3 You have 5 tomatoes. It seems you have 6 more potatoes than tomatoes. How many potatoes do you have?

Solution

Tomato

Potato

Mathematical sentence: .....

Answer: .....

- 4 You have 3 candies. It seems there are 9 more cookies than candies. How many cookies are there?

Solution

Candy

Cookie

Mathematical sentence: .....

Answer: .....

- 5 Hassan read 14 pages of a book. Sora read 5 fewer pages than Hassan. How many pages did Sora read?

Solution

Hassan

Sora

Mathematical sentence: .....

Answer: .....



- 6  There are **13** bees. There are **6 fewer** butterflies than bees. How many butterflies are there?

Solution

Bee

Butterfly

Mathematical sentence: .....

Answer: .....

- 7  There are **18** children. It seems there are **9 fewer** teachers than children. How many teachers are there?

Solution

Child

Teacher

Mathematical sentence: .....

Answer: .....

- 8  There are **17** camels. It seems there are **8 fewer** lions than camels. How many lions are there?

Solution

Camel

Lion

Mathematical sentence: .....

Answer: .....

# ASSESSMENT

## on Lesson 3 & 4

Answer the following:

► Use  $\triangle$  and  $\bigcirc$  to draw a diagram, then write the mathematical sentence and the answer.

- 1 There are 5 cats in the garden. The number of dogs is 3 more than the number of cats. How many dogs are there?

**Solution**

Mathematical sentence:

Cat

Dog

Answer: \_\_\_\_\_

- 2 There are 9 red flowers in the garden, and the yellow flowers are 4 more than the red flowers. How many yellow flowers are there?

**Solution**

Mathematical sentence:

Red

Yellow

Answer: \_\_\_\_\_

- 3 There are 9 bananas in the basket, and the apples are 4 less than the bananas. How many apples are there?

**Solution**

Mathematical sentence:

Banana

Apple

Answer: \_\_\_\_\_



# 5 Lesson

## Addition and Subtraction (Part 5)

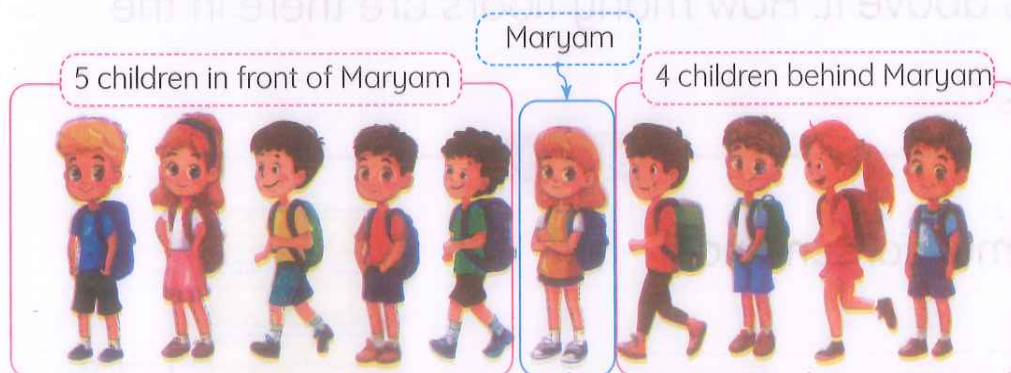
### LEARN

- Drawing a diagram makes it easy to understand the mathematical sentence for situations.

For example “how many in front? **and** how many behind?”

### EXAMPLE

A group of children are standing in a line. There are 5 children in front of Maryam and 4 children behind her. How many children are there in the line?



Mathematical sentence:  $5 + 1 + 4 = 10$

OR

Mathematical sentence:  $4 + 1 + 5 = 10$

Answer: 10 children

The answer is the same for both equations!





**PRACTICE**

► Write the mathematical sentence and the answer.

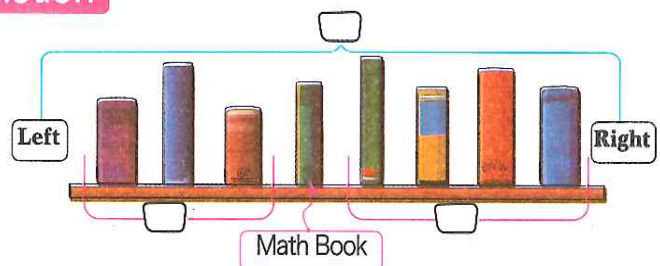
- 1  There are books on a bookshelf. There are 3 books to the left of the Math book, and 4 books to the right. How many books are there in all?

**Solution**

Mathematical sentence:

.....

Answer: .....



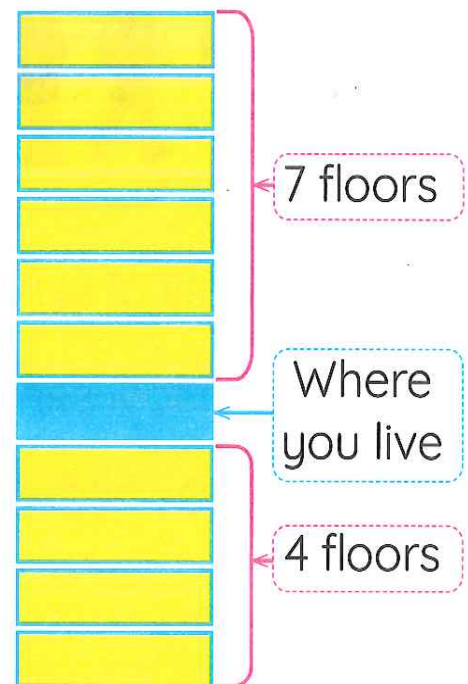
- 2 There are 4 floors below the floor where you live and 7 floors above it. How many floors are there in the building?

**Solution**

Mathematical sentence:

.....

Answer: .....



# EXERCISES

## on Lesson 5

Answer the following:

► Write the mathematical sentence and the answer.

- 1  There are people in a line at the bus stop. There are 5 people in front of Yara, and there are 3 people behind her in the line. How many people are there in the line in all?

Solution



Mathematical sentence: .....

Answer: .....

- 2  Children are sitting in a row. There are 6 children on Mariam's left and 2 children on her right. How many children are sitting in all?

Solution



Mathematical sentence: .....

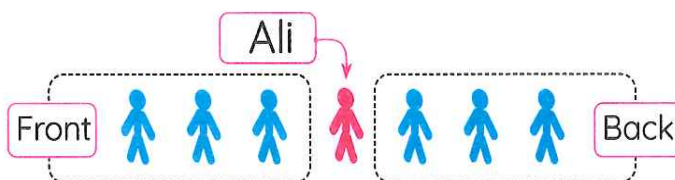
Answer: .....

- 3 There are people in a line in front of the store. There are 3 people in front of Ali, and there are 3 people behind him in the line. How many people are there in the line in all?

Solution

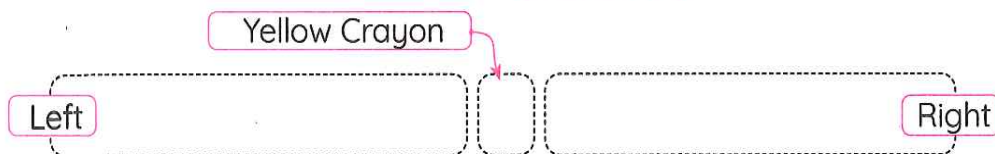
Mathematical sentence:

Answer:



- 4 There are different colored crayons in a line. There are 4 crayons to the left of the yellow crayon, and 2 crayons to its right. How many crayons are there in all?

Solution



Draw  to represent the crayons and complete the diagram.

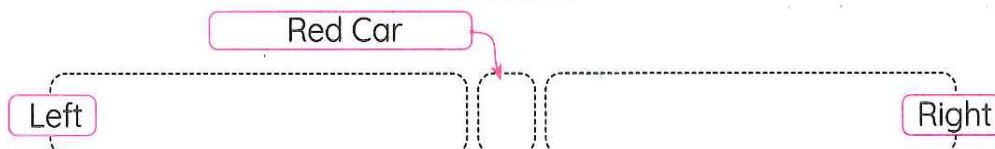


Mathematical sentence:

Answer:

- 5 There are cars in a line. There are 4 cars to the right of the red car and 5 cars to its left. How many cars are there in total in the line?

Solution



Mathematical sentence:

Answer:

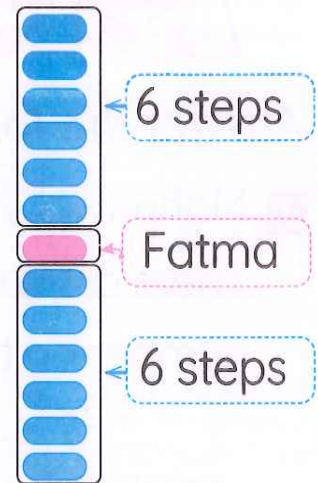


- 6  Fatma is climbing the stairs. When she counted partway up, there were 6 steps below her and 6 steps above her. How many steps are there in all?

**Solution**

Mathematical sentence: .....

Answer: .....

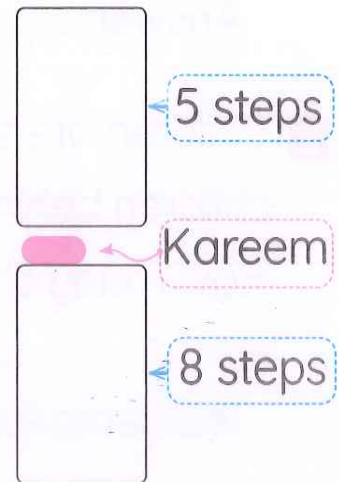


- 7  Kareem is climbing the stairs. When he counted partway up, there were 8 steps below him and 5 steps above him. How many steps are there in all?

**Solution**

Mathematical sentence: .....

Answer: .....

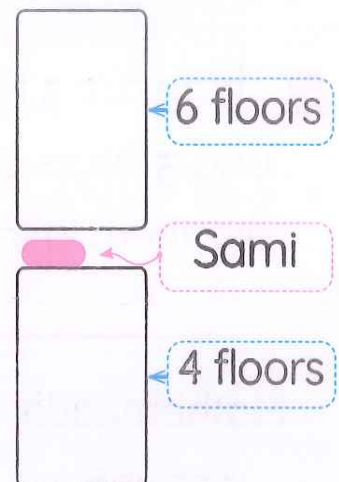


- 8 Sami lives on a floor with 4 floors below it and 6 floors above it. How many floors are there in the building?

**Solution**

Mathematical sentence: .....

Answer: .....





# ASSESSMENT

## on Lesson 5

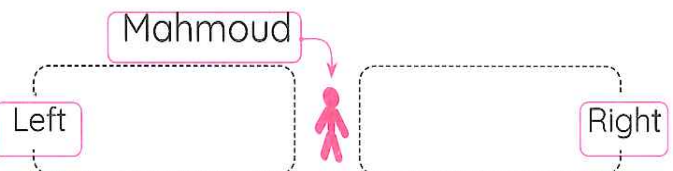
Answer the following:

- 1 Mahmoud sits exactly in the middle among his friends. There are 9 children sitting on the right and the same number on the left. What is the total number of children?

Solution

Mathematical sentence:

Answer: .....

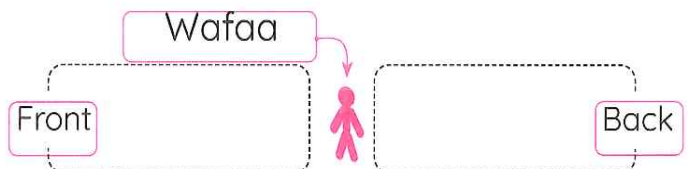


- 2 Children are standing in one line. Wafaa is standing, with 5 children behind her and 3 children in front of her. How many children are there in total?

Solution

Mathematical sentence:

Answer: .....

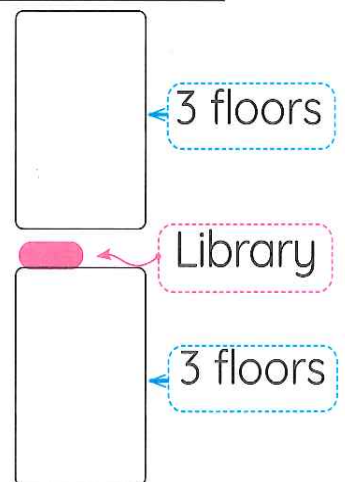


- 3 There are 3 floors below the school library and 3 floors above it. How many floors are there in the school building?

Solution

Mathematical sentence: .....

Answer: .....



# ASSESSMENT

## on Chapter 17

Answer the following:

► Write the mathematical sentence and the answer.

- 1 Nour is the 4<sup>th</sup> in line from the back, and there are 5 children standing in front of her.  
How many children are there in all?

Solution

Mathematical sentence:

.....

Answer: .....



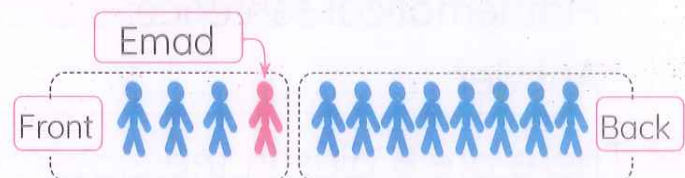
- 2 There are 12 children standing in a line. Emad is the 4<sup>th</sup> from the front. How many children are standing behind Emad?

Solution

Mathematical sentence:

.....

Answer: .....



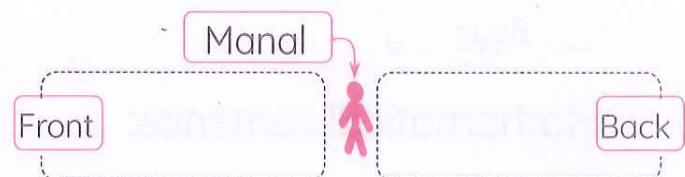
- 3 There are 7 children in front of Manal and 9 children behind her in the line. How many children are there in all ?

Solution

Mathematical sentence:

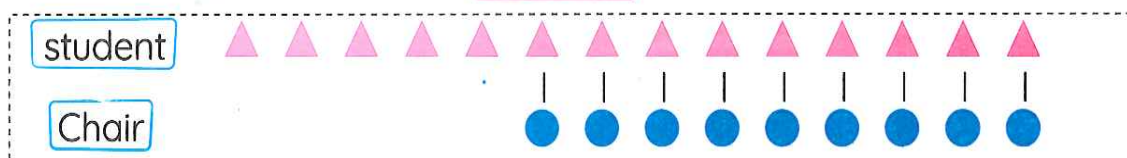
.....

Answer: .....



- 4 There are 9 chairs in the classroom. Each student sat on a chair, and 5 students remained standing. What is the total number of students?

Solution



Mathematical sentence: .....

Answer: .....

- 5 There are 16 red flowers, and the number of yellow flowers is less than the number of red flowers by 6 flowers. How many yellow flowers are there?

Solution



Mathematical sentence: .....

Answer: .....

- 6 There are 8 girls in the classroom, and the number of boys is more than the number of girls by 7. How many boys are there in the classroom?

Solution



Mathematical sentence: .....

Answer: .....